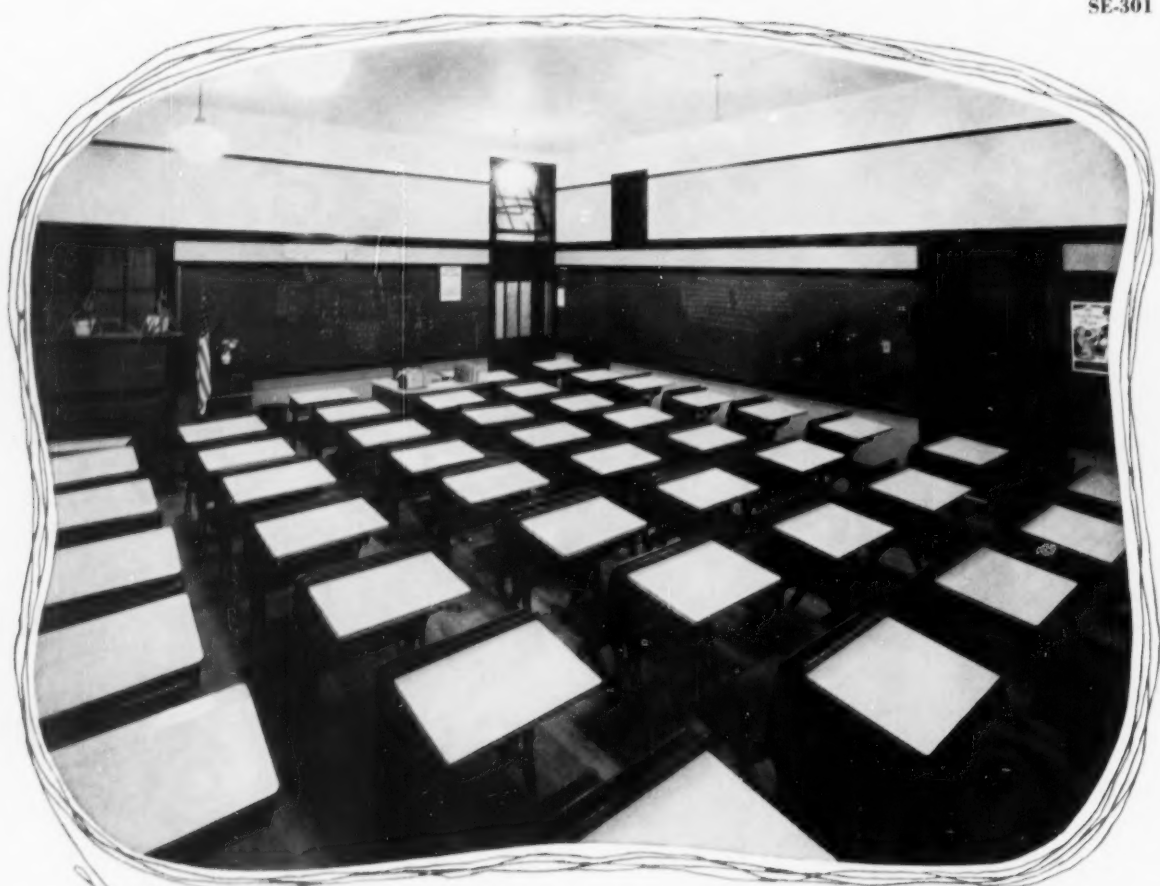


OCTOBER 1955

The School Executive



The case for private schools
—page 19



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The School Executive

OCTOBER, 1955

VOLUME 75

NUMBER 2

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COVER

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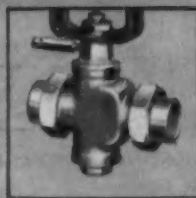
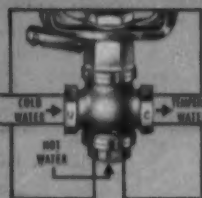
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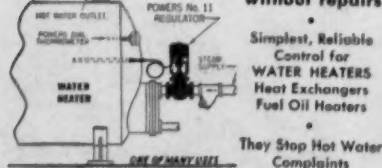


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Preview for November

Among the many interesting stories scheduled to appear in the November *School Executive* are:

An analysis of the Indiana formula for state support of school transportation, by W. M. Barr, associate professor of education at Indiana University.

The story of a New York community's campaign for centralization and school bond issues which finally resulted in three urgently-needed new schools.

A description of Grand Island, Nebraska, Schools' program for democratic coordination of the curriculum, by Wayne P. Marshall, curriculum coordinator.

A look into the task of recruiting capable young people for teaching (November's Green Sheet), by Richard C. Lonsdale, as-
sociate professor of education at Syracuse University.

A symposium on the use of television in six city school systems: San Francisco, Schenectady, Houston, Minneapolis, Atlanta, and Washington, D.C.

All the regular features, of course, will appear.

Sincerely,
Walter D. Cocking, editor

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AS I SEE IT/

by Helen A. Locking

Selecting Potential School Administrators

EVERY MEMBER of a profession has a responsibility for its future. He should do something about it. School administrators, I know, believe that the task of school administration demands that their successors be more able and competent men and women than *they* are. What can they do about it?

As I see it, they can do several things. They can be constantly on the lookout for young people who possess the traits which are necessary for success in school administration. Among such traits, I would name a sincere liking for people, initiative, stability, imagination, industriousness, rugged physical characteristics, high moral sense and unquestioned integrity.

The school administrator has a distinct advantage over the members of most other professions in finding promising young people. Most of the young people of his community come under his observation and supervision. He has the opportunity to know many of them. He is acquainted with their records. He learns at first hand of their successes and failures. He knows their ambitions and ideals. He has the opportunity to test their moral fibers. He can check their abilities in scholarship. He can form realistic judgments of their citizenship qualities.

If the administrator in turn is imbued with a responsibility for his profession, then he is in an excellent position to select young people who seem to have the characteristics needed for success in school administration. Need it be said that the school administrator of the future should be chosen from the very best and able of our young people. The administrator of today has that opportunity.

THEN THE ADMINISTRATOR has the opportunity to talk with the selected group about school administration as a career. Young people are much concerned with the problem of choosing a vocation. They covet suggestions and guidance from those they respect. The administrator's task as a counselor is not to persuade, but rather to describe the job, outline the competencies and characteristics needed and help the young people to assay themselves. I am sure that not only would such help be favorably received, but also many promising young people would be attracted to the field of school administration as a career.

The administrator, of course, has a responsibility for

the preparation of people for his profession. It has not always been wanted or given, yet he has much to contribute. His experience on the job alerts him to its ever changing nature. He becomes aware of the abilities it requires. He analyzes himself and his own preparation. He knows the gaps in that preparation, he has ideas how preparation could be improved, he probably becomes aware of unnecessary phases and has the basis for judgment as to where greater and better emphasis would have been helpful.

He can do more. His school system and community can be used as a laboratory for the training of others. He can arrange for internships and guide the interns while they are with him. Probably there is no more helpful part of preparation than that which comes from a successful practitioner's taking the time to become personally acquainted with the young trainee, taking him into his confidence, explaining his views and his reasons for the actions he takes on various problems as they arise. The closer relationships between university personnel and the men on the job, and the growing understanding of a joint responsibility for the preparation of school administrators are among the most promising recent developments. They should be enlarged and encouraged.

THE SCHOOL ADMINISTRATOR, too, is in a good position to serve as a guide to the university. He can be valuable in helping to evaluate its program. He has much to offer as a counselor regarding the nature of the program. He should be in a position to suggest needed types of research. His experience should be put to work.

As I see it, then, the practicing school administrator has an opportunity to contribute much to his profession. I believe he has the responsibility to do it. School administration does not require or need large numbers of people; it does require the best. Entrance into the profession should not be a matter of chance, trial and error, or result from a fleeting hunch.

School administration should be chosen as a career with a clear understanding of the job, the abilities required, and the opportunities and obstacles it presents; it should be chosen with an unselfish acceptance of public service as a challenge and a goal. School administrators can do much, if they will, in making these things come true.

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KEYNOTES /

comments on the educational scene

The chief executive

FROM TIME TO TIME, the proposal comes from various sources that a "business man" be made the chief executive of our school systems. This suggestion frequently is made by school board members who are beginning their service in such capacities. Or it may be made by those experienced in managing large corporations.

To be sure, it emanates sometimes from individuals who seek "to get" the man presently in the superintendent's chair. Only recently, however, the proposal was made in what was presumably a professional survey of a school system.

The struggle on the part of the misguided to give the place of prominence and control in public school systems to the business representative will not be successful today anymore than it has been in the past 30 years.

The main purpose of each school system is education. The individual to promote such a program must be a well-trained educator. All other activities within the school system are advanced to make the educational program successful. Action to the contrary should be strongly and consistently opposed.

The unit system is needed for the successful advancement of educational programs and the key individual in such a system *must* be the superintendent of schools.

Ground rules for citizens committees

THE SCHOOL CITIZENS committee works more efficiently, effectively and in the best interests of all . . .

1. when organized with the advice, consent and encouragement of the board of education and the school administration.

2. when it is clearly understood that its advice and counsel are suggestive and wholly without authority and that any other role is an abuse of function and authority.

3. when organized to cooperate exclusively with the public schools and not related to other political subdivisions or groups.

4. when it is organized for a specific job. When this is consummated, the best thing for the committee to do, as a rule, is disband.

5. when it is formed through community group representation rather than through an appeal for membership on a personal basis. The latter scheme usually appeals to Tom, Dick and Harry—and mostly "Harry" who proceeds to raise "old Harry."

6. when there is close collaboration with the school administration in its deliberations.

7. when various shades of opinion in the community have an opportunity to be heard and represented.

8. when it becomes a study and research group col-

laborating with the superintendent and faculty of the school.

9. when the committee's work is maintained on the highest possible ethical plane and with a view to the least possible disruption of the highly sensitive and technical processes of instruction going on in the classroom.

10. when summarized findings and reports are made jointly with the school authorities and with the final decisions left in the hands of a *representative* board of education.

VIRGIL M. ROGERS
*Dean, School of Education
Syracuse University
Syracuse, New York*

Schools within a school

SCHOOL EXECUTIVES ARE planning now for ways and means of meeting the peak loads in secondary school enrollment to hit most school systems in the early sixties.

One problem to decide before building a new secondary school is the optimum size. Many school principals, teachers and parents feel that the tendency is to build over-large high schools in which the individual fails to get the attention he needs.

Perhaps one way to avoid this is to consider building schools within a school. Under this plan, many autonomous units comprising the various junior and high school grades exist within one all-inclusive unit.

The idea is not new, but its value is being rediscovered as school officials struggle with how to provide school housing for the multitudes and yet assure individual attention.

Educational magazines are improving

HAVE YOU NOTICED the continuing improvement in the quality of your educational magazines? Great progress has been made in the last few years. This improvement applies to local house organs, state and national journals.

Educational editors are working for constant improvement, and the magazines demonstrate they are getting results. A major part of the credit for the improvement goes to administrators, teachers, college professors and architects who prepare the large majority of articles contained in these publications.

Also we must remember those who advertise their products in these journals. The monetary returns make it possible to meet the ever increasing mechanical and production costs of producing these publications.

Now let's be careful to put the magazines to work so that the largest possible benefits will be secured.



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39% of schools use consultants

The use of educational consultants in school planning seems to be on the increase. A nation-wide survey of over 400 school districts showed that 39 percent of them employed practicing consultants in the educational planning of their new school buildings; and 49 percent reported that the use of consultants was to be desired.

The extent of their use varies from one region of the country to another. For example, 48 percent of the New England school systems use educational consultants, while only 33 percent in the Middle Atlantic region do so. Other regions fell within this range: 41 percent in the Southern and Central states, and 37 percent in the West. Each region reported that greater use of these consultants was desired.

Schools should be 'subtle'

Asked recently to define what is meant by human values in school architecture, Stanton Leggett, of the educational consulting firm of Engelhardt, Engelhardt and Leggett, said:

"Human values of school buildings are emotional impacts ascribed to them by individuals. I like buildings that are subtle, not showing everything at first glance, but saving for a turn in the corridor, or just a change

Who Should Employ Educational Consultants?

Educational consultants may be used to good advantage any time a school system feels the need for thoroughly evaluating part or all of its program. The capable consultant will provide perspective for the busy school staff—a staff that may well be working with such intensity that neither the individuals nor the group have recognized certain deepening and guiding ruts that have developed. A consultant can provide inspiration, suggest new techniques, and take time to tackle the basic issues. Although his can be the guiding hand, his goal is to create a process of self-evaluation and self-help. Who should employ educational consultants? Any district sincerely willing to look into a mirror and to take action to make its practices current and effective.

—Francis C. Darby

Assistant Superintendent, San Diego Public Schools

I firmly believe that if a system is large enough, this service should be performed by its own staff. I feel that outside consultants have a position only when the local resources are not adequate. When such a situation does prevail, I feel that the educational consultant should be employed by the board of education and serve as its representative.

—James F. Redmond

Superintendent, Orleans Parish School Board, New Orleans

By all means, boards of education should employ educational consultants regardless of the size and population of the school districts; the smaller districts on an occasional basis, the average districts on a regular part-time basis and the larger systems on a full-time basis. In no case should the superintendent be burdened with the entire responsibility of the educational and building programming in addition to his own duties.

—Carl F. Guenther

Outcalt, Guenther and Assoc., Architects, Cleveland

in light and shadow, or, on another level, having resources that cannot immediately be realized.

"Responding to its uses, a school building should be moody—serene

where peace and isolation are sought, filled with beauty, playful and stimulating where fun or curiosity hold sway. Such a school avoids monotony."

Hexagonal classrooms for new junior high school



Construction began last month on this 1600-pupil Clinton Place Junior High School, Newark, N. J., designed by Kelly & Gruzen. The 40 hexagonal classrooms are to be housed in a series of 8 clusters, each containing 5 rooms.

Business college cools off

Stone Business College, New Haven, is the first business college in Connecticut to be fully air conditioned, according to school officials. Air conditioning of the entire facility was completed this summer with the installation of four water-cooled packaged conditioners.

Recent published reports on the effect of high temperature on mental efficiency has interested educators to the need of air conditioning. One university study disclosed that the mental efficiency of students decreased by as much as 40 percent during hot, humid weather.

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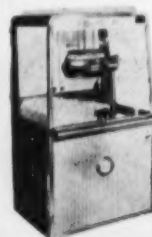


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9-12, Tenth National Conference, County and Rural Area Superintendents, Department of Rural Education, NEA, San Diego, California.

16-20, Forty-first Annual Convention, Association of School Business Officials of the United States and Canada, Chicago.

24, United Nations Day.

24-27, Forty-first Annual Convention, National League to Promote School Attendance, Buffalo, New York.

31-November 3, Annual Convention, American School Food Service Association, Denver.

NOVEMBER

24-26, Thirty-fifth Annual Convention, National Council for the Social Studies, NEA, New York City.

6-12, American Education Week.

28-Dec. 1, White House Conference on Education, Washington.

FEBRUARY

16-18, National School Boards Association, Atlantic City, New Jersey.

18-23, National Convention, American Association of School Administrators, NEA, Atlantic City, New Jersey.

24-29, Fortieth Annual Convention, National Association of Secondary-School Principals, NEA, Chicago.

MARCH

7-10, Department of Elementary School Principals, NEA, Denver.

12-17, Department of Audio-Visual Instruction, NEA, Detroit.

19-23, Association for Supervision and Curriculum Development, NEA, New York City.

21-24, Thirty-Sixth Annual Convention, National Association of Deans of Women, NEA, Cincinnati, Ohio.

24-30, American Association for Health, Physical Education and Recreation, NEA, Chicago.

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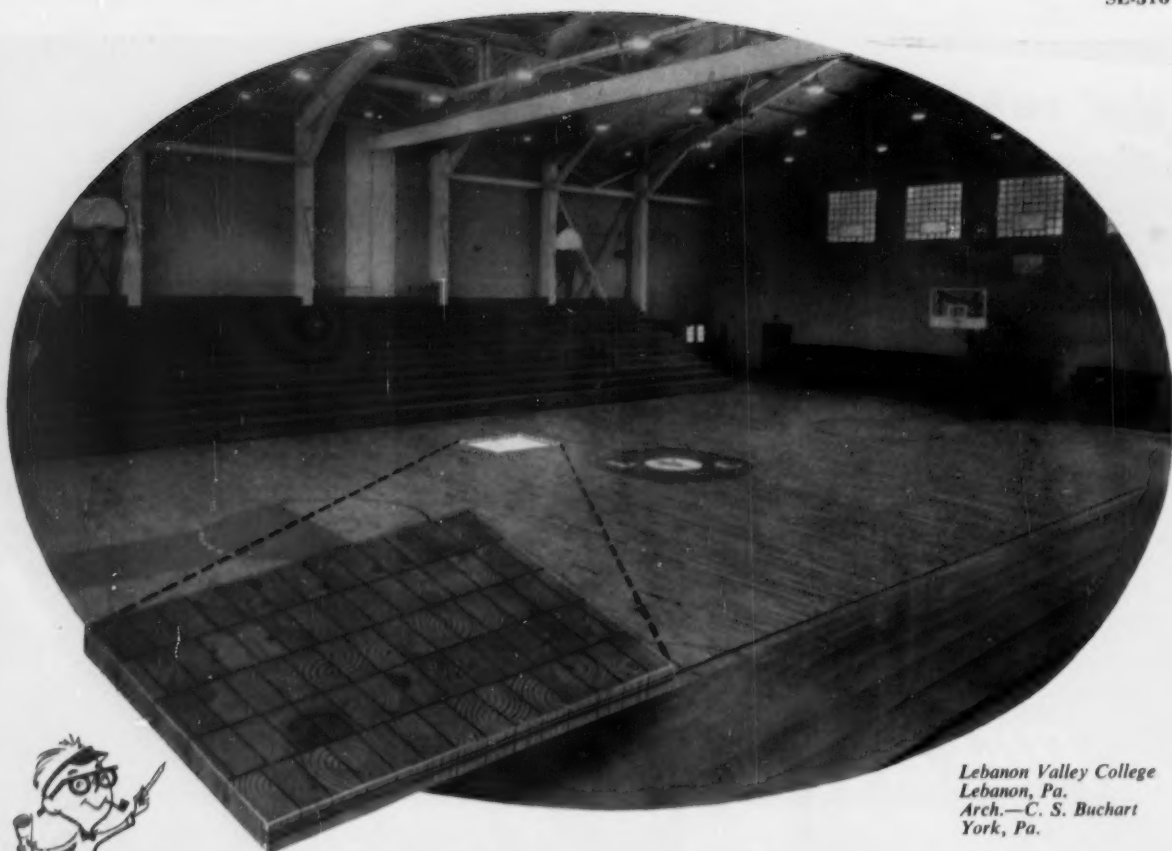
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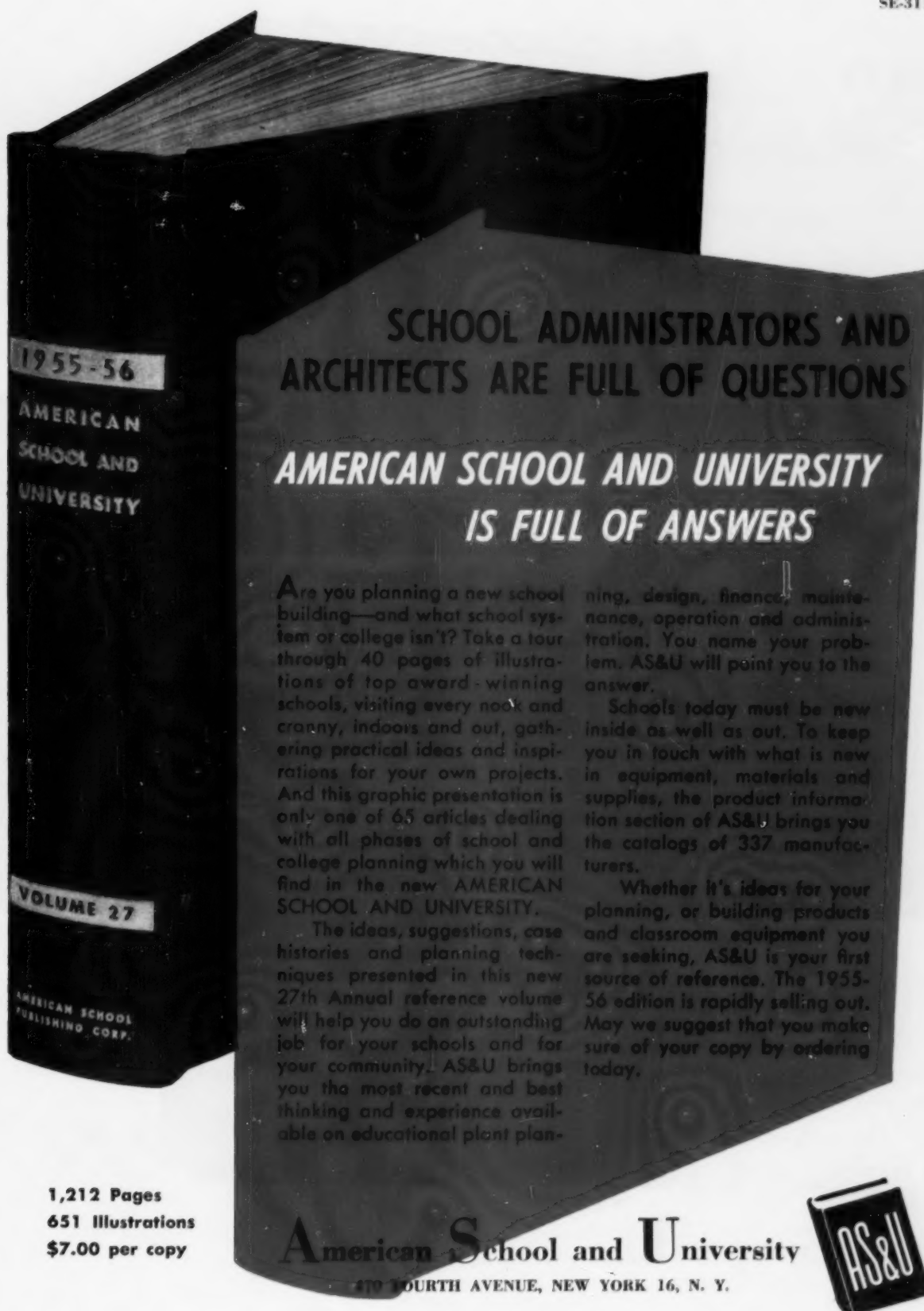
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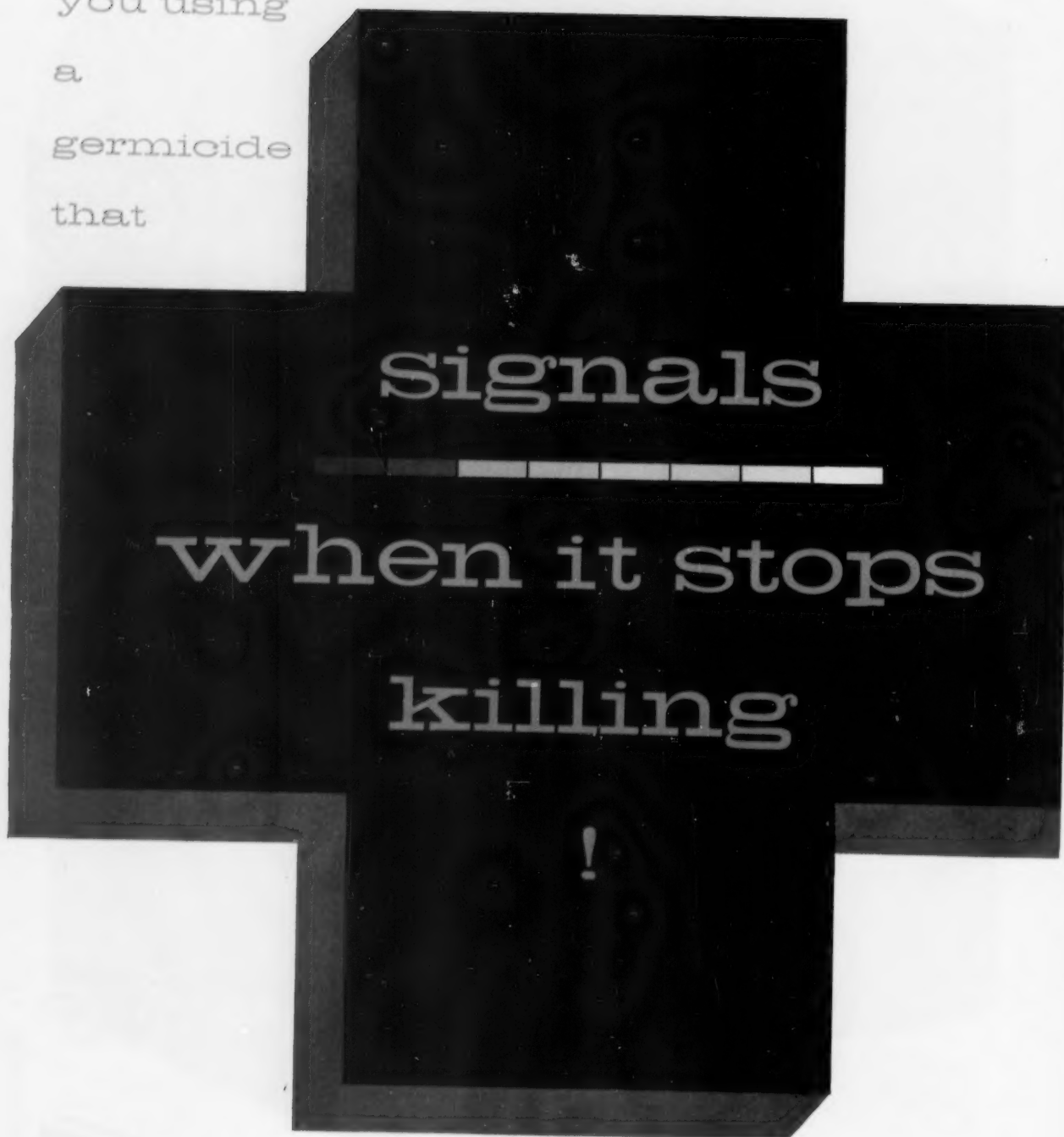
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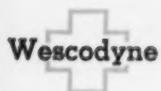
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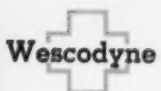
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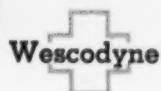
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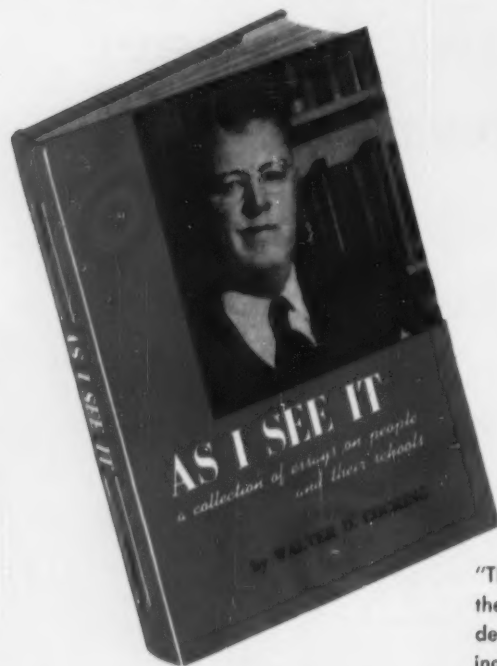
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THE SCHOOL EXECUTIVE

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The aim of the private school, writes Mr. Heely, is to train good brains and characters to think straight—and, if possible, fast—and to exert themselves in the service of society.

The Case for Private Schools

By **ALLAN V. HEELY**

Head Master

The Lawrenceville School
Lawrenceville, New Jersey

A good many Americans take the view that any school conducted under private auspices is by definition undemocratic. By definition, however, "private" is merely the opposite of "public," as "in" is the opposite of "out." Neither distinction implies political connotations.

Private schools are supported voluntarily by individuals exercising their right to give their children the kind of education they prefer. Public schools are supported by all taxpayers by law, including those who send their children to private schools.

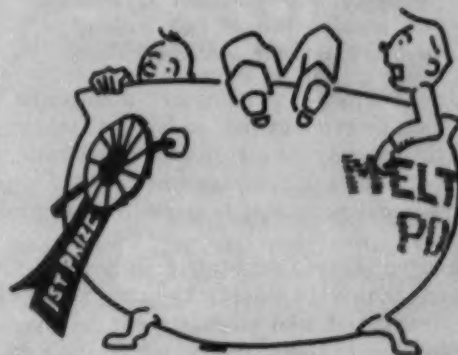
But to the extremist, a school whose facilities are not available to everyone who wants them is discriminatory and subject to condemnation. Now, a service which is open to everyone on the same terms is obviously democratic; but it is by no means better or more admirable for that reason.

Given sufficient means and a free choice, a man will patronize a public clinic not because it is democratic, but only because it offers a service better than his purse can buy. It is sound American doctrine that a man is similarly free to choose whatever school he pleases for his children and for whatever reason, regardless of whether his reason seems good or bad to anybody else, or whether he prefers a good school or a poor one.

It is essential to our purposes to preserve that freedom; to see to it that in a democracy men and women with ideas on education shall be free to organize them in a corporate project, just as they may in any other field of endeavor. This freedom is so vitally important that it is the only justifi-

cation needed for the right of the private school to exist in a democratic state.

The more rabid opponents of the private school permit the inference that a poor public school is more democratic than a good private school, a view which I should suppose would give comfort



The public school has seen children of all backgrounds sitting together in the classroom. But education for democracy involves much more than rubbing shoulders.

to no one. For it leaves quality as a factor in democratic education quite out of the picture.

Actually schools, whether public or private, can justify themselves only by the soundness of their standards and by the degree to which they realize them. A school whose purposes are commendable, but whose standards of performance are lax, is simply a poor school, and there is no excuse for it.

Public schools take children of all creeds, races, colors, abilities, economic and social backgrounds, mix them up together, and make them rub shoulders with each other. It has been a magnificent achievement, quite beyond the capacity of private schools to undertake. But education is more than rubbing shoulders.

The objective of American public education is

to give every child an opportunity for the full development of his individual capacities. The objective is achieved only when these capacities are in fact fully developed. In some public schools the objective is substantially realized. In others it is realized imperfectly or barely approached.

It is this measurement, rather than merely the



All schools, public and private, should recognize their obligation to enhance the moral stature of their students as well as to refine their academic skills.

practice of a non-discriminatory admissions policy, which determines not, to be sure, whether a public school may be certified as democratic, but whether, in the actual advancement of our national educational purposes, it is really any good or not.

The same observations apply with equal force, of course, to private schools. They are good or bad not by reason of who attends them or who pays for them, but in the degree to which their stated objectives are on a high level and are consonant with American democratic ideals; and particularly in the degree to which their objectives are in fact realized.

Bad schools are an extravagance which the country cannot afford; and it makes no difference whether they are public or private schools. A definition of the ends of democratic education which does not match purpose against performance is scarcely adequate to the country's needs.

Freedom of access, therefore, is not by any means the only measure of a school's democracy. It must be measured also by the degree to which democratic principles and practices prevail in the life of the school.

It ought to surprise no one that this atmosphere has been secured at times in private schools as well as public, or that, in other instances, both types of schools have fallen short. For the enemies of democracy are hatred and prejudice and ignorance and fear and greed; and these unlovely

passions are inherent not in institutions but in men and women.

Diversity of race and color and creed, therefore, does not itself secure, or even make more likely, freedom from disrupting influences. Fascism, Communism, Ku-Kluxism, Anti-Semitism, and Jim Crowism are no respecters of persons, but afflict indiscriminately the adult population, without reference to the sort of school they have attended.

In consequence, there is no basis for the generalization that the way of life in public schools is inherently more democratic than that in private schools. The degree of democracy differs among individual schools, not between kinds of schools.

You can find private schools in which members of any race or creed are accepted unreservedly on their merits; and public schools, in the North as well as the South, in which Negroes are segregated.

If any school, therefore, whether public or private, hopes to offer a scheme of life based firmly on democratic principles and practices, it must meet certain stipulations. It must be open, of course, to every qualified person who wants to attend it. Its course of study must be responsive to the needs, purposes, and capacities of its students, and it must recognize its obligation to en-



The independence of the private school permits operation without interference from special political, professional or personal interests.

hance their moral stature as well as to refine their skills.

Whatever the content of the curriculum, the standard of accomplishment must stretch the powers of the students. The school must make possible the full extension of individual abilities. And its social atmosphere must reflect respect for personality, with all its faults and virtues.

In taking its part in the advancement of this process, the private school is humbly grateful for the fruits of its independence: for its freedom to decide whom to teach, who shall teach, and what shall be taught, unhampered by the inter-

ference and the impositions of politics, entrenched professional interests, or lunatic fringes of the right and left.

But it does not regard its privileges complacently. It recognizes the obligations and responsibilities which its freedom imposes. The aim of the private school should be to train good brains and good characters to think straight and, if possible, fast; and also to exert themselves in the service of society.

Today in America the private school is asking itself some very important questions. If it asks the right ones and gets the right answers, the

effect should be salutary. For the private school enjoys the peculiar advantage that it can be as good as it wants to be, if it can find out what that is.

It regards its function as consistent with and complementary to the function of public education. It does not hold that the two functions are the same or that the private school duplicates the work of the public school. It does not think one kind of school is better than the other. It applauds diversity in schools. And beneath everything else, it feels the necessity of a sense of partnership in a great profession.

Teachers' Salaries and the Cost of Living

by **HAROLD F. CLARK**

*Economic Analyst,
Teachers College, Columbia University*

The index of real wages of teachers showed a very sharp rise during the month of September. The index in September was 189.3 (1939=100). During August it was 131.7.

The month of September showed a substantial rise in the average teacher's salary. The average rise amounts to some \$200 per year. If all other salaries were stationary, this would represent a very great gain for teachers. However, the increase in many other occupations is greater than this rise for teachers.

In the automobile industry, the increase will probably run between \$400 and \$500 per year. In the steel industry, it could easily be between \$300 and \$400. In many sections of the chemical, oil and electrical equipment industries, it may be well over \$300 per year. In many of the building trades, the increases are going to run over \$300.

No one objects to the increases in other occupations. In fact, other things being equal, it would be advantageous for as many occupations as possible to have high incomes. If the increases in other occupations are higher than those in teachers' salaries, however, serious questions will be raised regarding the long term supply of teachers.

If teachers' salaries were already at an adequate level, it would make little difference if they fell behind for a year or two. Actually, however, it has been fifteen years since teachers' salaries resembled an adequate level, compared to other salaries.

There was a very sharp deterioration in the position of teachers during the war and immediately thereafter and, in general, teachers have

not done any better than hold their own since that time. The average teacher's salary during the next twelve months will be somewhat less than the average wage of the gainfully employed worker.

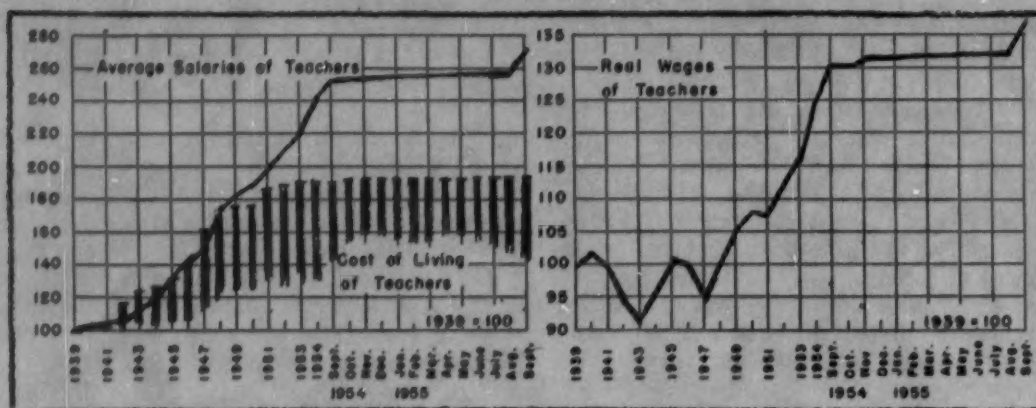
We have no reason to assume that the public would like its teachers picked from the bottom half of the population. The salary schedule now paid in most communities will cause this to happen ultimately unless there are substantial changes.

There will be a net increase in the school enrollment of the nation of almost 1,000,000 students. This will necessitate the employment of at least 30,000 new teachers. This figure, of course, is in addition to the 90,000 or 100,000 teachers that must be replaced for reasons like retirement, changing jobs, etc.

Present salary scales are not high enough

The present salary schedules are not adequate to produce enough high-grade people to fill all these positions. It is perfectly clear that many thousands of these teaching jobs will have to be filled with inadequately trained, or untrained, persons. There are only two or three situations where teachers' salaries are adequate to hire reasonably competent persons; fortunately, one of these places is at the beginning level.

The beginning salary of teachers in a large fraction of American communities will be between \$3,000 and \$3,600. This is a completely competitive figure, even for very able young women, college graduates, starting to work. If this situation is exploited properly, it might conceivably be possible to fill most of the positions with able young persons. The complication arises over the fact that most of these candidates know that future salaries will be



The month of September saw the index of real wages of teachers rise sharply over the previous month. In September the index stood at 139.3, a full 7.6 points above August's reading of 131.7.

inadequate if they stay in teaching.

On the other hand, tens of thousands of them will leave after a relatively short period in teaching. For these, the salary level is adequate and comparable to what they would make in almost any other occupation. On a short-term basis, then, if a school system wants to obtain a high quality of teachers for most of its jobs, it probably should make unusual efforts to obtain able women who may not necessarily plan to make a life career of teaching. Another alternative is to drop greatly the level of ability required in the persons hired.

Other sources of top quality teachers

There are a few other alternative sources of relatively high-grade people available at the going salaries for teachers. There has been a great deal of discussion on bringing older married women back to teaching. This suggestion has a sound economic basis. Many of these women can make as much money teaching school as they can in alternative occupations open to them.

This probably means that most communities have a relatively sizable group of able persons who can be brought back into the school system at the going salary rates. They, almost certainly, should be the next large group that is systematically developed in dealing with the teacher shortage.

In the light of the total figures available, however, American communities certainly should look forward to some more drastic solutions to the teacher shortage problem. At present, our prospective salaries of teachers during the next decade offer little promise that a sufficient number of high-grade people can be obtained to fill the hundreds of thousands of new teaching jobs that must be filled.

Some ways will have to be found to use teachers more efficiently than they are now being used. This means, on the average, that teachers probably will have to handle more students. The only alternative seems to be a great increase in the number of teachers. No such increase is available without lowering quality.

Theoretically, the problem might be solved by a substantial rise in teachers' salaries. Nothing has happened, however, during the last ten years that indicates the American people are willing to approve anything like the increase that will be necessary.

Seemingly, the very best we can hope for, salary-wise, is that teachers' salaries might be moved back to the relative position they held in 1939. Even this is going to be extraordinarily difficult and little or no progress has been made along this line during the course of the past ten years. Teachers' salaries at the very best have barely held their own in relation to other occupations.

It would take a generation of teachers' salaries advancing more rapidly than other wages to get them back where they were half a generation ago. The entire situation regarding teachers' salaries is clearly one where American communities will have to systematically explore the supply of new teachers and will have to make greater efforts to obtain them than they ever have in the past.

Next Month: Recruiting Young People for Teaching—Richard C. Lonsdale

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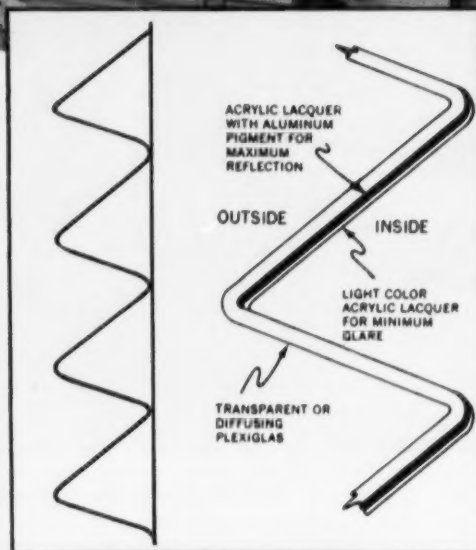


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☐ Please send me the name of the nearest Delta Dealer who has the new 14" Delta Drill Press on display.

☐ Please send me complete catalog information on new Delta 14" Drill Press.

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School _____

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FENESTRA TROFFER-ACOUSTICAL PANEL SYSTEM CUTS COST OF REINFORCED CONCRETE SCHOOL CONSTRUCTION

**Multi-purpose Steel Panels provide long-span forms for concrete joists
plus acoustical ceilings and recessed lighting troffers built right in!**

Multi-purpose is the key to economy in school construction. The NEW Fenestra* Troffer-Acoustical Panels (TAC Panels, for short) are designed for multi-purpose use of materials and construction labor. They permit you to have acoustical treatment and lighting—features that usually require extra time and labor—*built right in the structure itself!*

Money is saved because 3 expensive building materials are wrapped up in these economical building panels: (1) the forms for concrete joist construction, (2) metal pan acoustical ceilings, and (3) recessed lighting troffers.

Time is saved because the structural floor for the rooms above and the acoustical ceiling and lighting system for the rooms below are completed at the same time . . . with only paint, finished flooring and installation of fluorescent fixtures to be done after the concrete has cured.

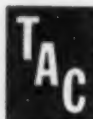
And, this new building system gives you better-looking, better-lighted classrooms that are easier to maintain, year after year. The ceilings can be washed or repainted as often as needed, without affecting the acoustical treatment. There is no hanging ceiling or "stuck on" acoustical material to be damaged or replaced.

Investigate the NEW Fenestra TAC Panel System now. Even if you have plans on the drawing board, they may easily be adapted to use it.

Call your local Fenestra representative or write today for your copy of the new brochure, *Fenestra TAC Panel System*. Detroit Steel Products Co., Dept. SE-10, 3431 Griffin Street, Detroit 11, Michigan.

*Trademark

Architectural, Residential and Industrial Windows,
Metal Building Panels • Electrifloort†, Roof Deck •
Hollow Metal Swing and Slide Doors †®



Fenestra
**TROFFER-ACOUSTICAL
BUILDING PANELS**

Patents applied for

American Seating Universal Desks



American Seating Universal Desks, with their superior functional advantages, now give you even greater value with the first and only metal-and-plastic top, designed and manufactured by American expressly for classroom use.

The new top is stronger, yet lighter in weight than ordinary plastic-covered tops. The die-formed steel frame supports the plastic work surface, which ends the weaknesses of wood desk-tops and adds years of "wear-life" to your school desks. The satin-smooth surface has a color-fast birch-grain pattern, uniform light reflectance of 45%.

Send for illustrated folder on American Universal Desks describing the new metal-and-plastic desk-top.

A continuous band of hard-aluminum alloy protects edges.

These desks assure the best service with maximum aid to teaching and learning, while conserving valuable floor space.

Typical advantages are the long-life die-formed construction; maximum desk-top working surface; 45° left-and-right seat swivel that minimizes room needed for getting in or out; cradleform sitting comfort; self-adjusting lower back rail; roomy, one-piece steel book-box; and wide-range adjustability of seat and desk by never-fail wrap-around clamps.



No. 536 Universal "Ten-Twenty" Desk
with exclusive 3-position top; 10° and 20° slopes for reading, writing, art work—plus level top for manipulative work, group discussions. Automatic fore-and-aft seat adjustment.



No. 534 Universal Lifting-Lid Desk
One-piece "no-slam" top affords completely usable working surface at 10° slope or level; lifts for full access to book-box. Has pencil tray on top as well as inside desk top.

American Seating Company

WORLD'S LEADER IN PUBLIC SEATING - GRAND RAPIDS 2, MICHIGAN
BRANCH OFFICES AND DISTRIBUTORS IN PRINCIPAL CITIES
MANUFACTURERS OF SCHOOL, AUDITORIUM, THEATRE, CHURCH,
TRANSPORTATION, STADIUM SEATING, AND FOLDING CHAIRS.

AMERICAN BODIFORM AUDITORIUM CHAIRS

Full-upholstered—the ultimate in beauty, comfort, durability and acoustical benefit. With or without folding tablet-arm.



who

Alcoa Building, (left), Pittsburgh, Pennsylvania
 Architects: Harrison & Abramovitz
 Associate Architects: Mitchell & Ritchey
 Altenhof & Bown
 General Contractor: George A. Fuller Company
 Date of Adlake Window order: January 25, 1951

North Central Home Office
 Prudential Insurance Company of America,
 Minneapolis, Minnesota
 Architects and Engineers: Magney, Tusler & Setler
 General Contractor: C. F. Haglin & Son's Co.
 Date of Adlake Window order: October 19, 1953

Prudential Insurance Company of America,
 Chicago, Illinois
 Architects: Naess & Murphy
 General Contractor: George A. Fuller Company
 Date of Adlake Window order: November 12, 1953

Shelby County Hospital, Shelbyville, Kentucky
 Architects: Nevin & Morgan
 General Contractor: Otho Tapp
 Date of Adlake Window order: June 24, 1952

City County Building, Detroit, Michigan
 Architects: Harley, Ellington & Day
 General Contractor: Bryant & Detwiler
 Date of Adlake Window order: January 12, 1953

Freeport Motor Casualty Company, Freeport, Ill.
 Engineers and Contractors: The Austin Company
 Date of Adlake Window order: June 2, 1952

East Unit, Baptist Memorial Hospital,
 Memphis, Tennessee
 Architects: Office of Walk C. Jones, Jr.
 Consulting Architects: Samuel Hannaford & Sons
 General Contractor: Harmon Construction Company
 Date of Adlake Window order: June 23, 1953

Rockford Memorial Hospital, (right), Rockford, Ill.
 Architects: Hubbard & Hyland
 Perkins & Will
 General Contractor: Security Building Company
 Date of Adlake Window order: December 26, 1951

originated aluminum reversible windows?

Anyone can claim to—but **ADLAKE** can show installations sold as early as these!

There's a lot of talk these days about companies "developing" aluminum reversible windows—and we're rather flattered. For we like to think the sudden rash of "new" windows proves that a lot of people looked at the Adlake Aluminum Reversible Windows (that we sold 'way back in January, 1951) and liked what they saw.

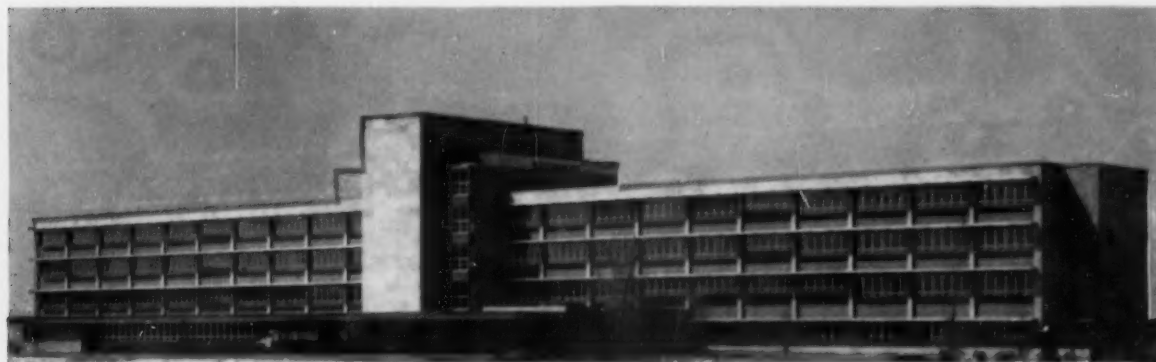
Take a look yourself—at the outstanding buildings listed here. They're all equipped with Adlake Aluminum Reversible Windows. (And just to keep the records all straight, we've put in the dates when the orders were placed with Adlake for the windows.)

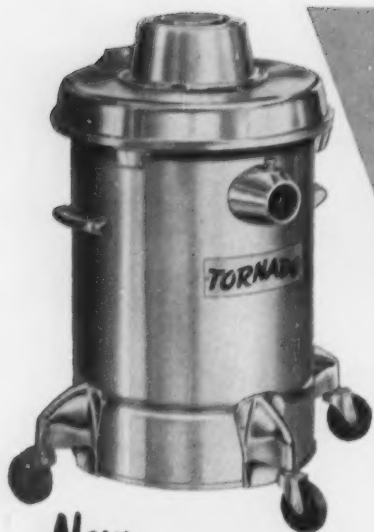
As with all Adlake products, these windows had to

undergo extensive testing before they were offered for sale, so the windows were designed and *developed* several years before the first order was placed. We believe Adlake was first with aluminum reversible windows, and until we see some installations that were sold earlier, we'll keep right on thinking so!

THE **Adams & Westlake** COMPANY

Established 1857 • ELKHART, INDIANA
New York • Chicago





New...

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Wet or Dry Vacuum

Here's the newest development in fast, easy, powerful, yet quiet vacuum cleaning for all commercial and institutional applications. The Tornado Model 240 Noiseless vacuum cleaner, with suction speeds above 320 M.P.H., is the most powerful noiseless cleaner you can use. With its 1 H.P. by-pass type motor it can pick up water or scrubbing solutions equally as well as dirt, dust or lint. A Tornado cleaning engineer will be glad to give you an "on-the-spot" demonstration.



Tornado Noiseless picks up scrubbing solutions—leaves floors bone dry.



Tornado Noiseless can be used without disturbance at any time of day or night.

All of YOUR cleaning
is EASY — and OH-SO-FAST
when the

TORNADO® TWINS

GO TO
WORK



WRITE FOR
LITERATURE

TODAY!

Tornado Noiseless Catalog
No. 707

Tornado Floor Machine Catalog
No. 619



TORNADO® Floor Scrubbing and Polishing Machines

An all-purpose floor machine with featherweight touch for scrubbing or finest polishing jobs. Dual switch controls, left hand switch also controls solution flow from tank. Available with or without solution tank. Self-retracting, non-marking neoprene wheels and bumper for safety. Available in 14", 16" or 18" brush sizes.

THE FAMOUS FLOOR MACHINE WITH PATENTED BRUSH COUPLER

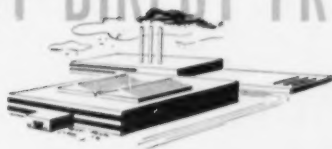
Brush couples by merely rolling machine over the brush and starting the motor. To remove brush, just flick with toe or finger and brush drops off.



BREUER ELECTRIC MFG. CO.

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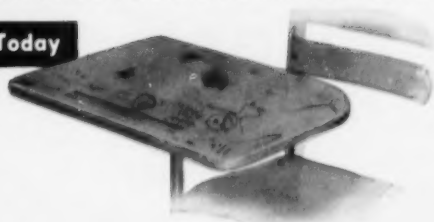


"STUDENT-PROOF" MARK PRICE REPLACEMENT PLASTIC TOPS FOR DESKS AND TABLES

No Salesmen—no Agents

THE LOW PRICE WILL SURPRISE YOU.
TRIPLE THE LIFE OF YOUR DESKS
AND TABLES AND SAVE MONEY TOO!

Today



Your wood tops are unsightly, unusable, although your desks are structurally strong and good for years to come

Tomorrow



With new Mark Price Plastic replacement tops—you have trebled the life of your desks and tables at a low, low cost. YOUR OWN MAINTENANCE MEN CAN INSTALL THE NEW MARK PRICE TOPS IN A MATTER OF MINUTES WITH NO SPLITTING AND FAR GREATER SCREW HOLDING POWER.

desk tops
inc.

1501 West 25th Street
Cleveland 13, Ohio

HERE'S WHAT MIRACLE PLASTICS
AND MODERN INDUSTRY GIVES YOU.

HARDWOOD PLYWOOD CORE—Hot press bonded, with colorless Guaranteed type adhesive. Greater Strength—dimensional stability—freedom from warping

RICHWOOD MELAMINE PLASTIC SURFACE—Blond Rotary cut Birch Grain. Virtually marproof, stainproof, scratchproof. Complies beyond N.E.M.A. specifications for decorative plastic laminates—discourages both intentional and unintentional damage by students.

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DESK TOPS, INC.

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Please Quote Prices on New Plastic Tops as follows:

No. of
Tops

Desk Tops, size _____
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Kindergarten Tops, size _____



he dropped in for a minute and stayed for hours



He wanted a fact. And he gained a whole new experience. He was interested in "stuff about the moon growing brighter after the sun sets." I helped him find the article he wanted in Volume 10 of *The Book of Knowledge*. He found his fact. But then, he went on reading about the moon and the earth and the tides. He didn't know it, but he was being intrigued by the skillful and unique arrangement of *The Book of Knowledge* which leads the child eagerly from page to page.

As I watched him—past closing time—still engrossed in his reading, I knew I'd soon have to remind him of the hour. But, meanwhile, I couldn't help a satisfied smile at the new experience he had gained: the experience of reading, reading that opens vistas to the mind.

That afternoon he had entered the magic world of written ideas and I knew that the chances were heavily in favor of his being a reader from then on. From this experience with *The Book of Knowledge* he could well go on to become the happiest and most successful of human beings—a well-read man.

★ ★ ★ ★ ★

The modern Book of Knowledge is 19 separate volumes of fascinating reading, plus a fully cross-indexed 20th volume. The new 1955 edition has been importantly revised and newly laid out. Big, bleed photographs illuminate the newly-set and more-readable-than-ever type. There are 13,000 illustrations including 700 black and white and 118 color pictures that never appeared in *The Book of Knowledge* before. There are many more facts in the 1955 *Book of Knowledge*, and a greater unity and coherence. It is no longer necessary for a child to consult many volumes to get the important facts on a subject. Altogether, the 1955 *Book of Knowledge* in the classroom and in the library offers you one of the most effective teaching tools ever created.

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IN EASY-TO-CLEAN, EASY-TO-KEEP CLEAN
ALUMINUM COOKING UTENSILS



Wear-Ever

Ever's exclusive open bead. Just a quick rub and a rinse and utensil rims shed baked-on particles like water off a duck's back. Entirely sanitary. You'll find open bead construction in Wear-Ever's broad line of standard food preparation and handling equipment.

mean easier, faster cleaning. Smooth, seamless construction makes it a cinch to get at foods and grease—increases sanitation.

Friendly to Food Wear-Ever Aluminum can't rust or chip; protects food purity, taste and color. Because it conducts heat fast and evenly, Wear-Ever's special dent-resistant aluminum alloy is your best cooking buy. It lets your *entire* utensil do the cooking—providing closer temperature control—eliminating hot spots. Wear-Ever utensils are custom-built for the finest in performance, appearance and sanitary qualities. Mail coupon today for all the facts.

Flared flange rims and contoured surfaces of Wear-Ever's heavy duty utensil line completely eliminate food collecting crevices. Note double thick beveled edges at top and bottom for extra strength where you need it.

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Aluminum
UTENSILS

THE ALUMINUM COOKING UTENSIL CO., INC.
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See our full-line display,
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The Aluminum Cooking Utensil Company, Inc.
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GENTLEMEN: I'd like to know more about your full utensil line.
☐ Send me your catalog. ☐ Have your representative see me.

NAME

TITLE

Fill in, clip to your letterhead and mail today.

NEW ITEM! Wear-Ever's new Nickel Scouring Cloth. Won't scratch, won't mar, far outlasts ordinary scouring cloths. At your dealer's.



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Be sure it is seen . . . make it sparkle!

We put our light in the best schools,
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Strong Spotlights project a brilliant, flickerless
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with adjustable self-regulating
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LOOK ALIKES?

Here's the ***INSIDE*** story...in a nutshell

Most school furniture does look alike! However, Westmoreland gives you unseen value which has earned a reputation for quality, reliability, integrity and service.

Classrooms today demand a flexibility of arrangement. In Westmoreland's open-front desk and matching chairs, you find a unit designed to meet every specification. Westmoreland is posture-engineered for student comfort and correct seating . . .

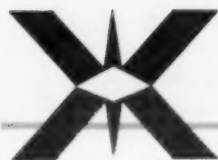
These units are available with northern solid hardwood maple tops, seats and backs or with plywood tops, seats and backs, or plastic tops.

All frames are Westmoreland tubular steel, guaranteeing long-life and low maintenance costs.

Your Choice of striking colors that harmonize with your school color scheme, coral, blue, taupe, turquoise and satin chrome.



Westmoreland 152 Open
Front Desk and 101 Chair



WESTMORELAND *Seating*

Division of Westmoreland Metal Mfg. Co.
Milnor Street and Bleigh Ave., Philadelphia 35, Pa.

Open Front and Lifting Lid Desks. Chairs and Tablet Arm Desks. Double Desks. Moveable Desks. Folding Chairs.



HOW TO GET MORE OUT OF LIGHT



Architect:	Edward D. James, Indianapolis, Indiana
Glazing Contractor:	Central Glass Company, Louisville, Kentucky

TRANSLUCENT, DIFFUSING GLASS FLOODS SCHOOL ROOMS WITH HIGH QUALITY DAYLIGHTING

In the Corydon Central High School, Corydon, Indiana, the architect matched the glass with daylighting requirements. To attain maximum light distribution, Mississippi's 1/8" Pentecor, Glare Reduced, on the pattern side only, was installed with the smooth side out and the prisms in horizontal position. Pentecor, a popular pattern with leading school designers, diverts softened, diffused daylight deep into interiors, floods classrooms with plenty of undistorted, natural illumination.

Translucent, light diffusing glass makes classrooms seem larger, friendlier. Students feel better, work better, when they see better.

Specify Mississippi Glass when you build or remodel. Available everywhere in a wide variety of patterns and surface finishes through leading distributors of quality glass.

Mississippi Sends Glass To Class

Mississippi maintains an experimental school building on factory grounds for the study of school daylighting. Take advantage of the company's wide experience. Our technicians are ready to help you with every daylighting problem.

Write today for free literature. Address Dept. 16.

MISSISSIPPI *Glass* COMPANY

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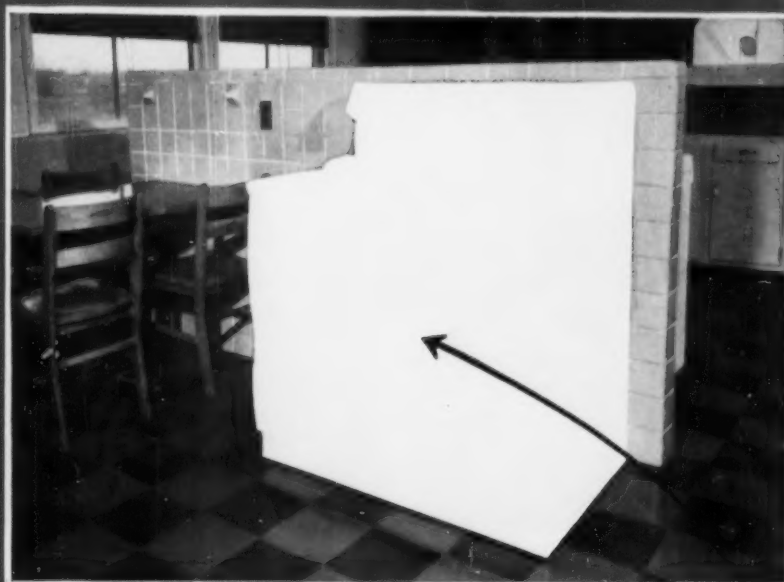


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FULLERTON, CALIFORNIA



WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

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ELECTRIC Ranges to teach modern cooking!

To be complete, your curriculum must anticipate student needs—and today the need is for *Electric Range* cooking instruction. The number of *Electric Ranges* in American homes has more than *trebled* during the past 9 years—more than twelve million are in use. Homemakers have learned that this type of range offers clean cooking as well as ease of operation—and a cool kitchen, too. Obviously, students must learn to use an *Electric Range*—and to teach its use, you must have modern *Electric Ranges* in your school's home economics laboratory.

Information on how to provide your school with modern, automatic *Electric Ranges* may be easily obtained from your electric light and power company or electric appliance dealer.

Floor Plan Booklet—This booklet can help you, whether you're installing new ranges, remodeling the school's home economics laboratory, or planning a new school building. It serves to crystallize

your thinking on what your own laboratory should include, provides ideas on layout and arrangement based on what has been done in other schools. Mail the coupon for your **FREE** copy!



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"PLANNING THE HOME ECONOMICS
LABORATORY."

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home economics classes.

Your name.....
Name of school.....
Street & No.....
City.....Zone.....State.....



Solve even *special* heating and with *standard* Trane

... a *complete* line ranging from the
KB Unit Ventilator to Wall Line
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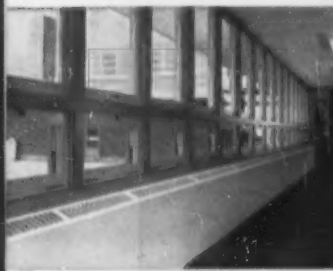
Whatever your special problem—from preventing icy
drafts along walls of windows to freshening the locker

rooms—chances are you can get the exact equipment you
need without having to pay "custom-built" prices.

From the complete TRANE line headed by the
TRANE KB Unit Ventilator pictured above, you can
usually select *standard* TRANE products engineered
and sized to handle even your *special* heating and
ventilating problems.

You can afford *better* equipment, you can afford
TRANE *matched* equipment, because this way you

IN HALLWAYS standard TRANE
Wall Line Convectors bring
draft-free heating to long wall
and window runs, blend with
beauty of modern buildings.



IN GYMNASIUMS standard TRANE
Projection Heaters, tucked high
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warmth evenly over large areas.




IN LOCKER ROOMS standard TRANE
Torridors bring in fresh, warmed
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Keep locker rooms free of stale odors.



IN OFFICES, or wherever year-
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standard TRANE UniTrane units
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STOP DRAFTS BEFORE THEY START—with TRANE KB Unit Ventilators. From the unit and its wall-to-wall wing ducts (above) rises a constant stream of tempered air. This exclusive *Kinetic Barrier* action prevents drafts from forming whether units are heating, ventilating or cooling. Distributing warmth and ventilation evenly through classroom, they help keep children comfortable and alert all day long.

ventilating problems products...

do NOT have to pay for specially-built equipment.

And, of course, buying from one reliable source pin-points responsibility, saves time and simplifies maintenance.

The easy way to have *the finest equipment at the lowest possible cost* is to specify TRANE all the way.

Ask your local architect, contractor or consulting engineer to contact his nearby TRANE Sales Office, or write TRANE, La Crosse, Wis.

TRANE

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One source, one responsibility for:
Air Conditioning • Heating • Ventilating
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IN AUDITORIUMS standard TRANE Volume Ventilators blend outdoor air with room air, warm and distribute it overhead.



IN SWIMMING POOLS standard TRANE Wall-Fin surrounds occupied area with warmth, prevents drafts. (TRANE Torridors add tempered ventilation.)



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"Sure you can buy cheaper lockers, but you can't buy any made better than Medart!"



LOCKERS in all standard types and sizes, recessed and free-standing.

BASKET SHELVING, permanent and portable, in all popular sizes.

Ask for Catalog

MEDART STEEL LOCKERS

Equipped with a new type locking mechanism—*Positive-Locking—Pre-Latching—Fool-Proof and Pilfer-Proof.*

The **ONLY** locker with all the perfected features essential for maximum protection, long service and minimum maintenance.

SPECIFY the best, then INSIST on it!

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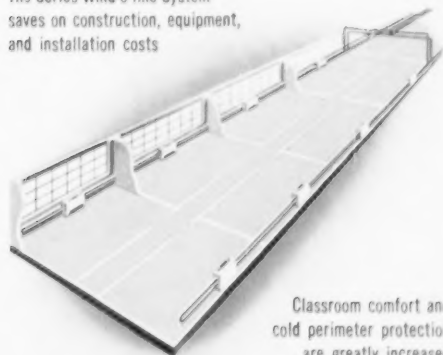




The Nesbitt Package (Syncretizer with Wind-o-line and Storage Cabinets) finished in one of the new Nesbitt School Colors.

Never before such **comfort** with such **economy**

The Series Wind-o-line System saves on construction, equipment, and installation costs



Classroom comfort and cold perimeter protection are greatly increased

Better; costs less: Nesbitt Syncretizers and Wind-o-line Radiation serving groups of classrooms in series hot-water circuits.

All the beauty and comfort of this classroom can be yours *at savings of 20% or more* as a result of this Nesbitt engineering development! The Series Wind-o-line System introduces a unit ventilator radiator that requires only one-third as much hot water as in a conventional system. This reduces the size of pipes and pumps, and permits the Wind-o-line tubing to serve as the supply and return piping for entire classroom wings—thus eliminating mains, costly pipe trenches, coverings, and runouts. And without the expense of additional equipment, Wind-o-line maintains overnight building temperatures. All these economies contribute toward a 20% reduction in construction, equipment, and installation costs. This Series Wind-o-line System means *greater comfort*, too! Cold wall protection is related to actual needs because system water temperature is varied by outdoor temperatures. If you are not yet familiar with this latest Nesbitt contribution to the reduction of school costs, ask your architect or engineer, or write for Publication 104.

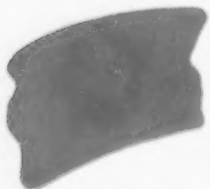
AT NO EXTRA COST—SIX NEW SCHOOL COLORS AND HARDTOP SUNBOARDS . . . SEE NEXT PAGE

Nesbitt

SERIES WIND-O-LINE SYSTEM

John J. Nesbitt, Inc., Philadelphia 36, Pa.—Sold also by American Blower Corporation.

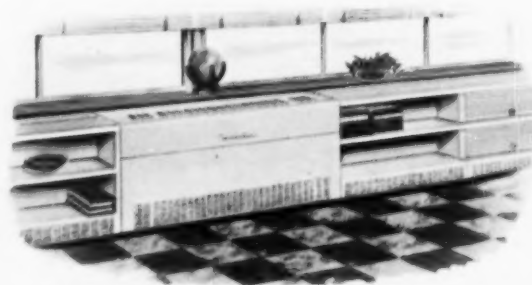
Nesbitt NEW SCHOOL COLORS



School Green L.R.* 33.9%
*Light Reflection Value.



School Tan L.R. 39.1%



One idea from the Nesbitt Color Selector, Publication 100-2



School Beige L.R. 37.5%



School Ivory L.R. 73.4%



School Gray L.R. 50.7%



School Blue L.R. 40.4%

The six new school colors enhance the modern beauty and fabulous finish of Nesbitt classroom equipment . . . and the new laminated plastic hardtop for Nesbitt storage-cabinet sunboards multiplies the decorative possibilities.

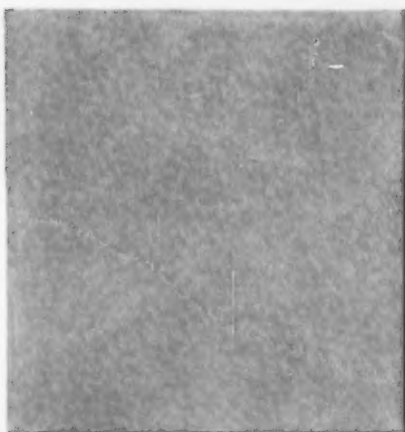


Gray Myth

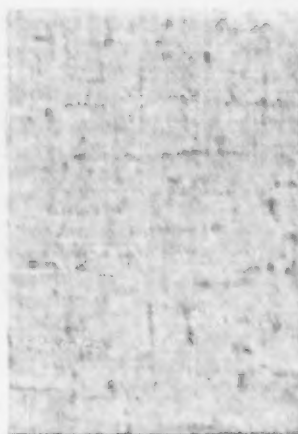
Nesbitt NEW PLASTIC HARDTOP



Cement Gray Stippletone

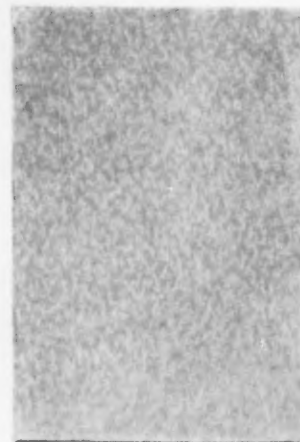


Beige Stippletone



Tan Irish Linen

Green Stippletone





"Should my parents choose my career? . . . Should I go to college? . . . Before or after I'm drafted?"

Teen-agers

Ask

for Help

by ALBERT M. LERCH

Director of Guidance
Northampton Area Joint High School
Northampton, Pennsylvania

AFTER YEARS OF COUNSELING high school students, I am convinced that the adolescent period is the most critical and misunderstood time of our lives.

When we recognize the many problems that confront them, it is not surprising that some youngsters of that age should become juvenile delinquents. The uncertainties and fears that come with this period of growth may lead the adolescent into anti-social behavior unless he receives guidance and sympathy.

A teen-ager is confronted by two main obstacles. He is too young to be considered an adult and too old to be considered a child. He is expected, however, to act and understand as an adult and is admonished not to be childish when he doesn't "act his age." He is often criticized for his mistakes, ridiculed for his beliefs, scolded for his lack of appreciation, and scorned for his lack of respect and general indifference.

The teen-ager has many conflicts and problems which affect his behavior and attitudes and for which he seeks an answer. All too frequently it appears no one takes him seriously or cares about helping him find the answers. Many times his troubles are dismissed with a benign smile and a "Don't worry, it's not as serious as you make it sound."

When teen-agers come into my office to lay a problem on my desk, their faces may wear expressions of shyness, anxiety, fear, hope, confusion, despair, grief or shock.

"I hope you won't laugh"

They will introduce their problems in various ways: "I hope you won't laugh when you hear my problem." "You helped others, I am sure you can help me." "I trust you, that's why I am telling you." "I just had to tell someone." "I just don't know what to do any more, I need help badly."

Here is a boy who is deeply disturbed by the military draft. He wants to know should he enlist or wait until drafted. Another wants to know should he start college or will the draft take him out of college. Many boys have discovered upon

graduating from high school that employers are reluctant to employ them because they are in the draft age. Many become resentful or discouraged. Some will enlist in the armed forces in order to get it over with. Others will wander aimlessly about trying to get a job wherever they can until the draft claims them.

Another source of the teen-agers' troubles is family relationships. Many ask how they can get along better with their parents. One teen-ager put it this way: "I am no baby any more. I'm trying to grow up and do a little thinking for myself." Another stated, "I don't want to hurt my parents' feelings or make them think I don't appreciate what they have done for me. I just want them to realize I am growing up and am no longer the child I used to be."

A mother of a sixteen-year-old

The mother looked at me after relating this episode and pleaded, "She is all I have. I don't want to lose her." I knew the girl quite well. She was shy and nervous and rarely mingled with the others. Her life had been most carefully sheltered and planned by her over-protective mother. The mother had no understanding of her daughter's problem.

Many teen-agers ask whether they should choose their vocation to please their parents or themselves. When parents insist on making the choice without taking the child's wishes into consideration, there is likely to be a great disappointment for the parents and unhappiness for the child.

Other questions students ask are, "What type of job am I best fitted for?" "How can I go to college without money?" "How can one go about getting a scholarship?"

This includes "going steady," dating, the effect of religious difference in courting and marriage, understanding sex, kissing, petting and marriage.

Questions are asked in a frank and earnest manner and sometimes have a humorous as well as a serious aspect.

Once a tear-stained boy came into my office and complained that another fellow stole his girl friend away from him and would I help him get her back. Another time, a girl came in to enlist my aid in filling out an application blank for a modeling school. The application included questions and a form of a woman on which she was to put all her measurements. The girl already had her measurements on the figure, which she pointed out to me. She had all the questions answered except one reading, "Do you regard yourself as being shapely?" She fixed me with a frank and steady gaze and asked, "What do you think?"

Another girl came in to inquire whether it was proper to kiss a boy goodnight on her first date. She said she had to know before the next evening, because she was going out for the first time with this boy.

Many teen-agers are hesitant about bringing their problems to my desk. Therefore, during each school year the students are asked to write down on a little card, unsigned, the problem that is uppermost in their minds and for which they would like an answer. We try to discuss these problems at student group meetings, through the school newspaper or by calling in outside agencies and specialists. Questions that pertain to school policy are answered at group meetings by the superintendent or principal. Most schools would find this procedure very helpful to their students. Many home room programs or school forums could be based on the problems submitted by students.

It is of tremendous importance to the teen-ager to be able to unburden himself to some sympathetic person. Because of the informality that usually prevails in the activities program the sponsors can sometimes play the role of confidant. The aca-



Community Chests and Councils of America, Inc. photo

"I'm trying to grow up and do a little thinking for myself . . ."

girl confessed that she still selected all the clothing for her daughter, and chose what clothes she was to wear to school each day. The mother came to my office to discuss her daughter. It seemed that one morning the daughter confronted her and in a hysterical voice cried, "Mother, I am old enough to choose my own clothing to wear to school. I am no longer a child. I am sixteen and should begin to do things for myself," and with that she ran sobbing from the room.

"Where can I get a job?" "Where can I learn a trade?" "What fields are overcrowded?"

Questions concerning personality are high on the teen-agers' list. They ask how to become popular, how to make friends and become part of the gang, how to overcome shyness, how to improve their physical appearance, including such things as complexion, looks, obesity, skinniness and stature.

Boy-girl relationships pose another series of problems for the teen-ager.

democratic classroom situation usually does not provide for this atmosphere. One reason for this is that many times we are inclined to stress subject values rather than human values.

When the teen-ager attends school he is taught through the media of textbooks. In many cases, seeing that he absorbs the materials in the book is the chief end. His success in school is measured by the correct responses he gives in class or writes on his examination paper. If he fulfills all the academic requirements he is graduated with the proud approval of the school, which feels it has done a good job on him.

The school usually has done a good job. It has given the teen-ager many answers in subjects like science, history and algebra, and provided other worthwhile experiences and training. Yet, it may have failed to give him the answers to those questions and problems which concern him most.

Teachers can render an invaluable service to our school youth by becoming more interested in their troubles. In surveys I have conducted among students, the replies showed that many had problems they wanted to discuss with someone, but they didn't know where to go. Many reported they received help from a teacher. When asked why they went to that teacher, their replies were: "Because she understands," "Nothing is too much for her," "She is

"What fields offer the best job opportunities now?"



Community Chests and Councils of America, Inc. photo



"Is 'going steady' a good idea?" . . . "What about petting?" . . . "Should religious differences affect marriage?"

never too busy to listen," "You can trust her," "She tries to look at the problem the way you do," "She makes you feel she is interested and wants to help you."

A teacher doesn't have to be an expert to deal with youngsters. All that is required is a friendly attitude, a sincere love of young people and an easy smile. These attributes will open the avenue for most youngsters to seek help with their problems.

We must not expect every youngster to have a problem or come with a problem. There are some students who will be difficult to approach or help. Some don't want to be helped, but prefer to be let alone. Others will try to solve their own difficulties as best they can. The wise teacher will know these students and their peculiarities and will not insist on trying to help, but will keep the avenue of approach open for them at all times.

It is important to remember not to expect the adolescent to understand his problem with the mind of a mature adult. He is in the process of maturing and must feel his way gradually. He will make mistakes which will appear ridiculous to the adult. He will flounder about while trying to form his own philosophy of life. Thus he will need understanding on the part of those with whom he comes in contact and under whose influence he works, studies,

plays and lives so many hours a day.

Frequently teen-agers are judged by the actions of a minority of their age group. The majority of students are good, cooperative individuals. Every school has a few who do not cooperate or are difficult to control. This however doesn't mean the entire student body is bad.

We do not place a stigma on adults because of the doings of a few. A principal doesn't condemn his entire faculty because of the acts of one or two of its members. How are teen-agers different?

A great deal of the responsibility for teen-age difficulty can be traced to the actions and behavior of adults. From the time a child is born he is in an adult world. He imitates those about him. He imitates his parents, his teachers, the people he sees on TV, on the street or anywhere else that he comes in contact with the adult. The way the adults go so go our youth. Thus let adults set the right example—the teen-ager will follow the pattern.

The school is in an ideal position to help the teen-ager solve the problems that beset him. It is also in a position to undermine his faith in adults, causing him to turn to anti-social behavior. The responsibility for guidance belongs to educators. A question the teen-agers might well ask is, "Will our teachers and counselors take that responsibility?"



Taking in the "In-migrant"

Newcomers from Europe, Mexico, Puerto Rico are welcomed in Chicago schools and are helped to become part of the community

by GALETA M. KAAR

A FAMILY GROUP enters the principal's office. The parents value education and want to obtain the best by registration in this school. The father was a professional man in his native country. Although he is spokesman for the group he has not solved the problem of understanding and being understood. He is not sure what is expected of him in these alien surroundings.

He has no idea of the preparations the schools have made for the arrival of his family and those like it. He would be surprised to learn of the hours and hours of committee meetings and follow-up work in every category, from the Mayor's Commission on Human Relations to the conferences of a group of teachers within the school.

Mrs. Kaar, principal of the Elizabeth Peabody Elementary School, Chicago, is chairman of the Committee on In-Migrants, a subcommittee of the Human Relations Committee of the Chicago Public Schools.

In Chicago the General Superintendent of Schools is chairman of a Committee on Human Relations made up of school personnel chosen from all levels. The executive secretary of this committee is paid by the Board of Education. A Subcommittee on In-Migrants has met at least monthly for the past two years to consider the needs of newcomers who have recently come chiefly from Europe, Mexico, Puerto Rico and the southern part of the United States.

The subcommittee has invited to open meetings all principals and teachers who are working with "in-migrants." The whole group exchanges ideas, information and techniques. Common problems of registration, teaching techniques, materials, socialization and integration, and health services are discussed. For example, in order to find out what health services were available to those recently arrived, the residence requirements for hospitals and clinics were investigated, listed and sent to interested schools. A resource person from the Bureau of Child Study of the Board of Edu-

cation furnished a list of materials to help teachers of in-migrants.

A teacher assigned to the Bureau of Curriculum has prepared a *Selected Bibliography for Teachers of Puerto Rican Children* which contains over fifty titles, and he is now working on units concerning Puerto Rico which can be integrated into the social studies program at each grade level. Twenty-one school principals and their district superintendent worked further on the special needs of the Puerto Ricans.

In one school a group of teachers studied the particular problems of this group and presented the following report:

This committee believes that newcomers will be more sure to feel that they belong if they are treated as *parents* rather than as newcomers when they enroll their children in our schools.

Therefore we defined our purpose to be: to open and establish channels of communication between parents and the schools.

A simple and inexpensive handbook was prepared that would

answer the questions that we have been asked by *all* parents.

Much as the newcomer may need and want classes in English, history, etc., we believe that feelings of acceptance would be injured if the school immediately—if only by implication—advised him to make changes in himself.

For this reason we have prepared the simple handbook so that two copies may be given the parent—one in English and one written in his language—wherein he is welcomed as all parents are welcomed—and also has the reassurance of seeing his familiar language.

By having the translations made by authorized neighborhood organizations we can give him awareness of sources of help.

We further recommend:

That lists of classes, organizations, etc., be kept in the office of our school to be provided upon request after rapport has been established.

That a supply of enrollment blanks written in different languages be kept in the office to facilitate enrollment.

That the school staff be supplied with phonetic dictionaries of a few key words.

To carry out the last recommendation the list compiled by the Board of Education of the City of New York of "Expressions That Are Useful to the Teacher of Spanish-Speaking Children" was found helpful.

The Board of Education is conducting special classes in Spanish for teachers and clerks. In the night schools there are the usual Americanization and English courses and an experimental one for newcomers. At the weekly class meeting places of interest in Chicago are described with the aid of movies, slides and maps. On one Saturday of each month the group goes out on a tour to see what they have been discussing in class.

This special course was arranged by the Board of Education and the Cooperative Community Project for Newcomers. This organization, sponsored by the East European Fund, a Subsidiary of the Ford Foundation, has worked to integrate the recently

arrived Ukrainians, Latvians and other Europeans into the life of Chicago.

The schools welcome the cooperation of agencies interested in working for the good of in-migrants. The Labor Office of the Commonwealth of Puerto Rico furnishes materials and professional community workers.

The newcomers are finding their places in community life. Some mothers are active in the PTA. Representatives of their organizations attend meetings of the Community Councils. A Ukrainian in-migrant is on the Lighted School House Advisory Committee. Those with artistic abilities participate in community programs and give concerts or recitals to which they welcome all their neighbors. In many a settlement house a newcomer is on the staff. He not only works with his own people but seeks to make them

understood by the older residents of the community. A Puerto Rican staff member, for example, gives lessons in conversational Spanish to a class including teachers and school clerks.

In the schools a child who has a toehold on the language is assigned to be the friend and helper of the just-arrived child of similar heritage. The children are given opportunities to make contributions from their native culture.

In all their dealings with in-migrants the schools are keeping in mind the fact that they have a great contribution to make. Before they left home and since they have come to the United States, the newcomers have heard a great deal about American democracy. They may look about them and see much that falls short of the ideals they hear preached. In the school and local community they can see these ideals in action.



First lessons in the English language—special teaching techniques are used with newcomers in Chicago schools' special program.



Pupils join clean-up campaign in streets where many newcomers live.



Parents and teachers work together during vacation week to decorate the school.

A "Community-Centered"

by THEO J. NORBY
and ALBERT GRANT

A REPORT CARD which may be called "community-centered" in that it is based on the opinions of local parents and teachers has been developed by the Inglewood, California, Unified School District. Other educators interested in the problem of formulating a reporting procedure that is satisfactory to both parents and teachers may find it helpful.

Early in 1951, revision of the card then in use was undertaken at the request of the Board of Education. The card was inconsistent with the community's educational philosophy, which had shifted in favor of greater emphasis upon the 3 R's.

What should cards report?

The Board's request stipulated that the revision should include a survey of parent and teacher opinion, and that their prevailing attitudes be taken into account. Therefore, as a first step, we made an inventory of the attitudes of these two groups as to the purposes that the reporting process should serve and the kinds of information it should report.

This inventory was made by means of two simple, open-end question-

naires, one sent to parents and the other to teachers. The parents were asked these questions:

- How might the reporting process be made more helpful to your child?
- What information about your child would you like to have the school report to you during the year?

The questionnaire for teachers asked these three questions:

- What purposes should our pupil-progress reporting plan serve?
- What information should the reporting plan give parents and teachers?
- How might our report card be made more helpful to parents and pupils?

Replies to these questionnaires were carefully analyzed to ascertain the predominant beliefs of parents and teachers as to the nature and function of report cards used in the elementary school grades. The analysis enabled us to reach several helpful conclusions.

It was found that parents and teachers tend to believe that the major function of the reporting process is to give parents insight into the nature and extent of their children's learning progress. Further-

Mr. Norby is superintendent of schools and Mr. Grant is coordinator of curriculum in the Inglewood, California, Unified School District.

Report Card

more, they believe that the process should provide practical suggestions on how the home can best foster pupils' learning progress. They also agree that it should encourage and otherwise help pupils to do good work in school.

Should measure social development

Both groups also believe that if report cards are to serve their chief function, they should not be limited to reporting pupil progress in selected aspects of the curriculum but should provide information on the pupils' total learning progress, including their social development and citizenship. Incidentally, this finding also suggests the welcome conclusion that a majority of parents who tend to favor increased emphasis upon the 3 R's nevertheless want their children to have a well-rounded education.

Parents also believe that the marks which are used should show how well the pupil is progressing in relation both to standards for his grade and his individual ability to do school work. Teachers tend to agree that marking should be in relation

to both of these factors but put more emphasis upon the pupil's individual ability than upon standards for his grade.

Both parents and teachers believe that the reporting process should include group and individual conferences as well as report cards issued several times during the year. This finding was gratifying to the staff because our reporting plan had for several years included provision for regular conferences.

Parents and teachers were agreed that report cards should be indi-

vidualized and diagnostic as far as possible.

With these conclusions available for use as guide lines, the development of a new report card was started. The work was carried on over a period of three years, during which time several revisions in the initial tryout form were made on the basis of suggestions contributed by parents and teachers. The card in the form in which it is now being used has the following characteristics.

First, the card provides for the giving of marks in each of the major

LEARNING AREAS	E—Excellent Progress	V—Very Good Progress	G—Good Progress	M—Moderate Progress —Needs to Improve	I—Incomplete Progress —Needs Much Improvement
	FIRST REPORT	SECOND REPORT	THIRD REPORT	FOURTH REPORT	
READING	_____	_____	_____	_____	_____
LANGUAGE ARTS					
Written Expression	_____	_____	_____	_____	_____
Oral Expression	_____	_____	_____	_____	_____
Spelling	_____	_____	_____	_____	_____
Handwriting	_____	_____	_____	_____	_____
ARITHMETIC	_____	_____	_____	_____	_____
SOCIAL STUDIES (History, Geography and Civics)	_____	_____	_____	_____	_____
SCIENCE	_____	_____	_____	_____	_____
HEALTH AND PHYSICAL EDUCATION	_____	_____	_____	_____	_____
ART	_____	_____	_____	_____	_____
MUSIC	_____	_____	_____	_____	_____
CITIZENSHIP BEHAVIOR	_____	_____	_____	_____	_____
WORK AND STUDY HABITS	_____	_____	_____	_____	_____
ATTENDANCE					
Number of days present	_____	_____	_____	_____	_____
Number of days absent	_____	_____	_____	_____	_____
Number of times late	_____	_____	_____	_____	_____

Surveys of parents and teachers produced a report card that rates pupils on a 5-point scale ranging from "Excellent Progress" down to "Incomplete Progress." Insert sheet provides space for parents and teachers to make extra comments.

areas of learning in the curriculum. These include the usual subject areas such as reading, language arts, and social studies and also the areas of citizenship behavior and work and study habits.

Use 5-point marking scale

Second, a five-point marking scale is used because it was felt by the teachers that this number was necessary to enable them to give marks which are discriminating and to some extent diagnostic. The five marks are defined on the card as follows:

- 1—Excellent Progress
- 2—Very Good Progress
- 3—Good Progress
- 4—Moderate Progress—needs to improve
- 5—Incomplete Progress — needs much improvement

Much thought was given to developing a suitable definition of "5," the lowest mark on the five-point scale. We considered but discarded such terms as "failure" and "unsatisfactory." Instead we selected the term "incomplete progress — needs much improvement," believing that its effect upon the pupil, as a rule, will be more favorable.

Third, the teachers are instructed to mark in relation to all pertinent factors but to give emphasis to standards for the grade. The term "standards for the grade" is defined as being those standards which are implicit in the state-adopted textbooks for the grade and the recommendations of the District's official "Guide to Teaching." This provision as to the basis of marking was developed in recognition of several factors.

Relate progress to standard for grade

Both parents and teachers believe that report cards should include information on the pupil's progress in relation to standards for his grade and his individual ability to do school work.

Parents tend to give priority to standards for the grade as a basis of marking and are supported in this by the widely accepted principle

that the citizenship function of the public schools has priority over its personal-development function, although the two are usually not incompatible.

School marks are, as a rule, necessarily based upon both standards for the grade and the pupil's individual ability because we do not have sufficiently valid tests of native intelligence to be able to measure accurately the pupil's learning potential.

Parent can reply to teacher

Fourth, use of the card includes the use of an insert sheet which is labeled "Home-School Information Exchange." It is used by teachers whenever they wish to report supplementary information which they feel will make the marks more meaningful. The sheet also provides parents an opportunity to reply with information which they feel the school should consider.

In order to make the report card more meaningful to pupils, all who are in the fourth grade or above are requested, along with their parents, to sign the card before it is returned to the school. We believe that this feature does much to give pupils a greater sense of involvement in the whole reporting process.

Our evaluation of the experience of the past three years suggests that parents and teachers are in basic agreement as to the purposes that the reporting process should serve.

Evaluations show plan succeeds

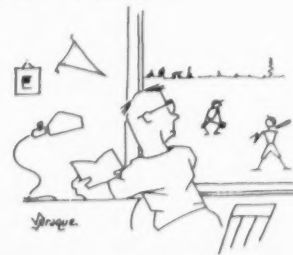
They differ somewhat in their beliefs as to how the purposes of the reporting can best be achieved, but by means of democratic procedures it is usually possible to resolve those differences without sacrifice of valid educational principles.

Our plan of developing a report card on the basis of the opinions of parents and teachers has been gratifyingly successful, judging from subsequent evaluations made by these two groups. However, we recognize that some other type of reporting plan might conceivably be equally successful if it is mutually acceptable to the parents and teachers.

How

by JACK H. LIPSY

ADMINISTRATORS, TEACHERS and parents are all interested in the problem of homework for children. Widely divergent views are held by educators on the subject, ranging from no assigned homework at all to assignments taking two or three hours an evening.



Children need outdoor recreation.

For years, we educators have recognized with mixed feelings the possibility that our administrative success might be endangered by the wrong solution to the homework problem. Too much homework could be injurious to health and public relations. Too little, and the academic standing of the school and the attendant problem of college entrance boards have to be faced.

The amount of time which teachers are allowed to demand of pupils in home study is being greatly reduced in some schools. Is this wise? How much should be allowed at each age or school level? Why? Of what kind of work should this consist? Should home study supplement school study, or vice versa? What work could be substituted for the "study" which pupils do at home? How can home activities be better

Mr. Lipsy is assistant to the superintendent in the Woodstown Public Schools, Woodstown, New Jersey.

Much Homework?

co-ordinated and integrated with the educational program that centers in the school? How can gross injustices, or inequalities, in the amounts of teacher demands on the students' time, be corrected? How do schools of other areas and of other countries manage the problem of home study?

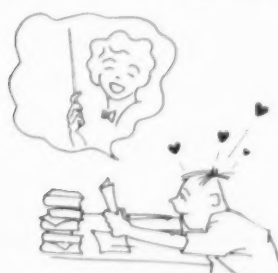
I would like to offer some of the answers I have formulated from our school's experience and research.

"School homework" should be related to the school's aims and its philosophy of education.

Homework should not interfere with the child's health. Children need time to play outdoors, in the sunshine and fresh air.

Homework should not interfere with the child's assuming responsibilities in the home. Every child needs to have a part in caring for the home. This responsibility helps to knit the family as a group and provides valuable citizenship training.

Homework should not take so much of the child's time that he is denied opportunities to engage in activities of his own choosing.



A quiet place for concentration.

These activities develop interests, stimulate initiative and originality, and develop the child's mind.

Some "school homework" is needed. As parents and teachers we must be realistic. More and more homework will be demanded of the child as he advances through school. High schools demand large amounts of outside work, and in colleges

nearly all studying is done outside of class time. A pattern of home study must be gradually developed as the child advances through school, otherwise he will have to make some difficult adjustments.

"School homework" should be of both an assigned and voluntary nature. By assigned homework is meant giving the child a definite task to do—such as reading a story or doing certain examples in arithmetic. Voluntary homework permits the child to do as little or as much as he chooses.

Need good study habits

The teacher who cannot get the child to work properly at school cannot expect good work to be done at home. The school's task is to provide a suitable environment for study and train the child in good habits of work. This training should begin in the earliest grades.

A desirable environment for home study is a quiet place, free from distraction; a comfortable desk and chair; good lighting; proper temperature and ventilation.

Desirable habits of work include: beginning work promptly; knowing the assignment to be done; having the necessary materials with which to work; knowing how to use these materials; concentrating on the task at hand and staying with it until it is finished.

The amount of homework assigned must be gradually increased from grade to grade. As the child advances through school it is reasonable to expect that the amount of homework can be increased.

An Administrative Advisory Committee consisting of two teachers, two principals and the superintendent of schools came to the conclusion, after research and discussion, that the following plan represented

Too much homework may harm the child's health and the school's public relations!

the best answer, at least for our district in New Jersey.

Grades Kindergarten to Four: No assigned homework except by special arrangement between parents and teachers. Teachers will make sure that this homework will be of a practice type only, in order to avoid conflict between home and school methods. Children should be encouraged to take home library books and easy reading materials. Since the health of the child is of major consideration, children should be encouraged to play outdoors as much as possible.

Grades Five and Six: Not more than one-half hour of assigned homework. Children will be encouraged, however, in addition to this, to do voluntary homework such as working on geography and history projects, listening to worthwhile radio programs, reading good books, practicing music lessons, participating in scouting activities and assuming home responsibilities. Outdoor activities should be continued.



More homework in higher grades.

Grades Seven and Eight: Between forty-five minutes and one hour of assigned homework plus additional activities, such as those recommended under Grades Five and Six. Emphasis on outdoor activities should be continued. Voluntary work should also be encouraged.

Grade Nine: Not more than one and one-half hours of assigned home study. Voluntary activities are to be encouraged.

Citizens are asking, and

Educators Must Answer



some \$64,000 questions

by KEITH W. ATKINSON

LAYMEN ARE ASKING more and more questions about education. And educators, harried by unfair criticisms from a dissident minority, sometimes fail to answer candidly the questions asked by sincere and interested citizens.

Some educators attribute the increase in the number of questions being asked by citizens to the fact that more people have more children in school; some to the rapidly increasing cost of education, and the many critical articles written by those who have selfish motives or who generalize on limited knowledge.

The problem, however, is not to determine which of the many causes is most responsible for the questions. The fact is that potential supporters of schools are asking questions which leaders in the field of education must be prepared to answer honestly.

Dr. Atkinson is professor of education at the New Jersey State Teachers College at Montclair.

In the hope of creating a climate of understanding in which schools can thrive, and in which citizens will be dedicated to school improvement, educators must analyze, study, and develop a long-range program of school-community relations to gain the cooperation of the citizens who are asking questions.

Big jug, little mug

However, if teachers and administrators hope to achieve this understanding and cooperation, it cannot be stressed too forcefully that they can no longer think of teaching as a filling station job of pouring from a big jug into a little mug. Instead, they must accept teaching as a task which involves the active participation of professional personnel in a school program designed to meet the life needs of pupils.

Wholesome human relationships are basic to common understanding, and the development of good human relationships becomes one of the most important tasks facing teachers and administrators. It is important to realize that good relations begin in the classroom between a teacher and his pupils and then spread to

the parents and, ultimately, to the entire community.

Teachers had better make certain that their students know why they are doing the things they are required to do. Unless students can explain at least the "why" to themselves they are at best confused and at worst plodding automatons, and in neither case are they ambassadors of good will. Pupils recognize good instructional procedures and talk about them to their parents and friends.

Also, teachers and administrators must use their vocabularies judiciously. Poorly selected words or emotionally affected vocabularies, whether used in letters or telephone communications with parents or in comments to pupils, do not foster sound school-community relations. Neither do homework assignments designed solely to keep pupils busy.

Understanding each other

On the other hand, carefully planned assignments, based on educationally sound purposes evident to the pupil and his parents, do make a very real contribution toward the school's ultimate objective of effect-

ing community understanding and support. These things, and the way in which school people evaluate and report pupil progress, the skill with which they advise pupils responsible for school publications, the sympathy and understanding which they inject into the realm of pupil adjustment, the psychology and fairness with which they solve behavior problems, and the effectiveness with which they handle the many other routine aspects of their positions are all important to the smooth functioning of a school-community relations program.

The individual approach

But answering questions carefully and completely, and making certain that routine duties are performed in accordance with sound principles of school-community relations are only initial steps. If teachers and administrators earnestly desire to have their schools foster a climate of understanding and overcome the paralysis of inaction so evident on the part of many sincere citizens, they must take other equally challenging steps—steps which may be considered to be “beyond the line of duty.”

Individual staff members may devise and use special approaches to develop desirable human relations and to promote true understanding. These approaches, of course, should be particularly suited to their own personalities and to their specific assignments and responsibilities.

Including businessmen

The teacher who enjoys working with parents may stress personal conferences and frequent small group meetings. The less gregarious teacher may work closely with parents through the medium of frequent informal written communications. The administrator, on the other hand, because of his numerous community contacts, might assist the teacher of English to organize a group of businessmen to read, appraise, and comment on business letters which students write as a part of their regular work in English. This practice would not only convince future employers

that letter-writing of this type is taught effectively in the school, but would make businessmen “a part of the school business.”

What did you do today?

The parents of children in a particular 4th grade class were convinced that their children were learning more in a given year than they had ever learned previously in an equal length of time. Was this because the teacher was superior to those who had taught the same youngsters in previous years? The fact was that their children were working with a teacher who remembered that the first question asked of most youngsters when they arrive home at the end of a day is “What did you do in school today?” Here was a teacher who prepared his pupils for their daily quiz at home by devoting the last five or ten minutes of each school day to summarizing what they had learned and to assisting them to be able to express their accomplishments in organized form.

Such methods of improving school-community relations can be utilized by individual staff members because many parents and citizens generalize about the school and its program from the teacher with whom their children work, the staff member whom they know, or the specific phase of the program with which they are familiar.

Even alert, wide-awake faculty members, however, will not assume that the total responsibility for effective school-community relations rests entirely with individual teachers or administrators. Instead, they will realize that many projects which foster good relations necessitate group responsibility and combined action—sometimes by an organized faculty association, at other times by a small, energetic group of teachers drawn together by a desire to achieve a common purpose.

Films, newsletters

In one community it was a faculty association that financed and produced a series of colored slides, accompanied by a synchronized sound track, depicting various aspects of the local educational program. The

effectiveness of this project, which interpreted the activities of the schools to parents and interested citizens, was immeasurable. In another community a small group of determined teachers produced a film picturing the activities in an existing kindergarten, and persuaded the citizens of that community to vote funds with which to organize and operate two additional kindergartens. In still another situation, it was the members of the professional staff within one building who recognized the need for a school newsletter for parents. Today they edit a monthly bulletin which conveys to parents informal reports on current educational issues, messages pertaining to classroom and grade activities, and a friendly statement from some member of the staff indicating means by which parents and teachers can work together more effectively for the benefit of the children.

Enthusiasm or suspicion

While it is evident that the role of school personnel embraces only a small segment of the entire field of school-community relations, such participation by teachers and administrators will provide a firm foundation upon which to build the remainder of a well-balanced program.

The struggle between indifference and active support, between misunderstanding and understanding, is not a struggle which school people can leave for others to resolve. Instead, every member of the profession must play an active role in resolving the struggle in favor of education. If it were as easy to arouse enthusiasm as it is to arouse suspicion, the task would be a simple one, but unfortunately it is not.

Understand or destroy

Understanding produces not only a difference in the volume of opinion, but also a difference in the kind of opinion. People who are ignorant or uninformed are suspicious of what they do not understand and may be destructive. On the other hand, those who are enlightened or well-informed appreciate what they understand and if it is worthy of support, they will try to preserve and improve it.



A Michigan school bus driver takes sight screening tests in the presence of school superintendent, state trooper and the author.

Selecting School Bus Drivers

They carry a precious cargo and should be carefully chosen and trained for their job

by P. A. WICKSTROM

Field Services Specialist
Central Michigan College
Mt. Pleasant, Michigan

ALTHOUGH SCHOOL BUS DRIVERS carry the country's most precious cargo, they are frequently poorly selected, badly trained and ill suited for their responsibility.

Much time and intelligent effort is spent in the selection of teachers and other members of the school staff, but there are no similar procedures for the selection of school bus drivers. Few school boards have clearly outlined emotional, physical and personality requirements and few school districts have set up definite personnel policies concerning drivers.

Ordinarily when a vacancy occurs, someone is picked haphazardly who is willing to take the position. He may be a retired person whose only qualification is that he needs the income or is able to get along on a part-time job. Sometimes the person hired is one who is willing to underbid others for the place, having so little faith in himself that he will work for less than anyone else in the community.

Such a policy of bidding may be sensible when applied to the local mail service, but becomes nonsense when the need is for a responsible person to transport children.

Jobs considered political plums

Some drivers' jobs are handed out as political plums to relatives of important men in the community. Often they are given to teachers as a supplement to their income, disregarding completely their driving skills and other qualifications and the fact that such duties interfere with responsibilities in the classroom.

After drivers are selected, and despite the important nature of their jobs, they are like step-children in the school employee picture and enjoy little social status. When teachers' meetings are held, drivers are rarely invited, even though control of a bus-load of children involves many of the same techniques used in the classroom.

Very seldom are school bus drivers called in to help build good public relations. Many of them are important members of the community, belonging to service and civic clubs

and working for community improvement. By nature of their residence and activities, they can, if asked, influence good community attitudes toward the school.

When new transportation equipment is purchased and changes in routes suggested, the drivers seldom are asked their opinions. Even in the very important area of the school bus safety patrol, they have little chance to be heard. School officials often superimpose a safety patrol system upon the drivers, frequently selecting students who get along badly with others and teacher sponsors who are unfitted by nature or personality for the job. When salary schedules are set up, the position of the bus driver is seldom considered. His remuneration is frequently not commensurate with the job.

List requirements for drivers

The problems of selection and the creation of more positive attitudes regarding school bus drivers are not insurmountable. Regarding selection, certain definite requirements can be listed which may serve as a guide to boards of education and superintendents. For instance, the following might be useful:

Character: Among the elements recommended in setting a character standard are dependability; self-reliance and leadership; ability to get along with others; freedom from use of undesirable language; personal habits of cleanliness; moral conduct above reproach; honesty; freedom from addiction to narcotics or habit-forming drugs; freedom from the use of alcoholic beverages.

Emotional Stability: Patience; consideration; even temperament; calmness under stress.

Physical Requirements: Enough physical strength to handle bus with ease; possession of full and normal use of both hands, both arms, both feet and both legs; freedom from any communicable disease; freedom from mental, nervous, organic diseases—epilepsy, paralysis, insanity, diabetes, abnormal blood pressure, and heart ailments; good vision.

Experience: Applicants must have a driving record free from accidents

and have a knowledge of driving laws and regulations.

Skill Requirements: All applicants should show requisite skill in handling a school bus.

In creating more positive attitudes toward bus drivers school people should constantly attempt to build up the status of the drivers and emphasize the fact that they are important school employees. Drivers' opinions and suggestions in planning routes and buying equipment should be taken into consideration.

Full confidence should be given them and they should have the same backing by the administration as other employees. They must be given a sense of belonging to the school and of being paid according to their duties and position.

Our Northern Michigan School Bus Driving Program attempts to carry out these objectives. In working with drivers, we stress the necessity for qualifications and training, and with school people in general we try to make for better attitudes toward drivers. The program has been in operation for five years. It is sponsored by the State Department of Public Instruction and administered by Central Michigan College of Education, Mt. Pleasant, Michigan. Sessions are conducted by staff members of the Division of Field Services.

County superintendent coordinates program

Our program takes place during three or four days once a year in our 38-county service area. The county superintendent is the key administrative person in the planning. He sets the place of meeting, alerts local superintendents and generally acts as a coordinator. Classes are held both daytime and evenings.

The actual instructional plan for drivers is divided into three main areas of study. The first discussion centers about the State Vehicle Code which every school bus driver is required to know. Then the problem of operating a school bus over Michigan's congested highways is analyzed. Regulations and laws governing such elements as speed limits, turning procedures, handling of the bus in emergencies, and loading and

unloading practices are discussed.

The second session is devoted to defining drivers' relations with children, with parents and with school personnel. Tried and proven techniques for handling children are explained. Stress is always placed upon the use of positive methods. Discussion also touches good attitudes of drivers toward parents. We constantly emphasize the fact that drivers should be concerned with establishing friendly relationships with them. We point out that drivers should support school policies when adopted and be loyal to the administration and the school program.

During the last class period, the bus drivers are given psychophysical tests which evaluate them in terms of brake reaction time, visual acuity, distance judgment, color vision and field of vision. Here much is found out about their physical fitness.

Discuss policies in hiring drivers

In addition to having sessions with bus drivers, we request local superintendents and board members to meet and discuss transportation problems with a member of the Division of Field Services. There, good selective policies in hiring drivers are pointed out, and more positive attitudes toward them are encouraged. Regulations and costs of transportation from the local as well as state angle are explained.

Central Michigan College's School Bus Driver Training Program is a continuous one, and many drivers have attended sessions since its inception. What this continuity means is that safety techniques are emphasized so often and so much that good driving habits and healthful work attitudes tend to be established.

The training program has resulted in the development of better methods for selecting drivers. Safe driving habits and patterns among drivers have been set up. Administrators, school boards and the general public have built up positive attitudes toward the school bus driver, and the drivers have realized that they may be extremely influential in a positive manner in the school program.

Emotional stability?
Intelligence? Appearance?
Refinement? Buoyancy?
Resourcefulness?
Sincerity? Self-reliance? . . .

What

Makes a Good Teacher?

by JOSEPHINE B. WOLFE

WHEN NEW TEACHERS are selected for the staff of a school, the administration might get some interesting insights on how to choose them by consulting the teachers who will be working with the newcomers.

A cooperative study made by elementary teachers and administrative personnel in the Ridley and Springfield Townships, two suburbs of Philadelphia, Pennsylvania, showed the qualities the faculty would consider most desirable in new teachers.

How would teachers select co-workers?

A "Teacher Work Sheet for Selecting Co-Workers" was prepared by teachers and principals under the guidance of John W. O'Brien, Assistant Superintendent of Schools in

Miss Wolfe is supervisor of elementary education for the school district of Springfield Township, in Springfield, Pennsylvania.

TABLE I

Free response survey of 130 teachers indicating preferential rank of qualities most desirable in their co-workers.

Quality	Percentage of teachers ranking each quality		
	Teachers' 1st choice—%	Teachers' 2nd choice—%	Teachers' 3rd choice—%
Cooperativeness	29	17	18
Considerateness	23	24	11
Intelligence	17	11	12
Sincerity	8	11	10
Dependability	7	13	13
Emotional Stability	7	9	14
Resourcefulness	2	2	1
Appearance	2	2	7
Refinement	2	5	4
Vitality	2	2	2
Self-Reliance	1	0	2
Buoyancy	0	4	6

Ridley Township, and the writer, who is Director of Elementary Education in Springfield Township.

Each teacher was requested to indicate his preference by ranking the twelve personal qualities listed on the worksheet from one to twelve (Vitality, Appearance, Cooperativeness, Intelligence, Buoyancy, Considerateness, Dependability, Emotional Stability, Sincerity, Refinement, Resourcefulness, Self-Reliance). The qualities listed were gleaned from a study of the literature interjected with the personal perceptions of the committee, each quality being described, such as Vitality (*physical health, energy, endurance, ambition*), Appearance (*dress, physique, neatness, cleanliness, posture*). No names were to be signed to the worksheets. However, there were spaces to indicate the grade taught, number of years of teaching experience and number of years of teaching in the present school.

No discussion or explanation preceded the first survey. Since the com-

mittee wished to receive a free response type of thinking, the worksheets were distributed, filled out by the teachers and collected at a faculty meeting sponsored by each principal. This survey indicated the order of importance attached to each quality by the 130 teachers, as shown in Table I.

Ask teachers to rate qualities

One week later, faculty meetings were held in each of three schools within the two districts under the guidance of their respective principals. No instructions were given to the teachers prior to the meeting. The principal told them that there was to be a faculty meeting for the purpose of discussing problems pertinent to the school's program. At the meeting, each quality listed was discussed by small groups. The teachers then ranked the qualities again. Thirty-six elementary school teachers participated in this program and listed in preferential rank the eight

qualities they would most desire in a new "next-door neighbor," as shown in Table II.

At the same time, the fourteen members of the administrative personnel of both school districts were requested to indicate their preference by ranking the twelve qualities in a free responsive manner similar to the first experiment with 130 teacher participants. The order of their first three choices is shown in Table III.

There was found to be a marked consistency of relationships among the three studies. The qualities of in-

environmental factors, the adoption of any one single formula for all situations is impossible. What, then, does the study indicate?

Although teacher participation in the selection of staff in an advisory capacity is a healthy and wholesome "lifter" to faculty morale, we must be aware of possible pitfalls. The following "we won'ts" must be considered:

- *We won't work without a plan.* Without a stated cooperative plan of action among staff and administration, all will not be harmonious. Definite planning with continuous eval-

uation of policies and procedures will be needed.

- *We won't move too rapidly.* Such a plan requires tremendous thought. Clearly, a program that is sound must be built from a solid foundation.

- *We won't plan to economize time.* If the Board of Education and superintendent hope such a program to be a successful one, teachers must be provided with adequate time to do their assigned roles. Released time from the classroom would be the most effective method.

- *We won't spare the finances.* Sufficient funds will be needed for teachers to be provided with substitutes and allotted expense accounts when they deem it advisable to visit a prospective selectee.

Committee needs perceptive teachers

- *We won't choose just "any teacher" to serve on the selection committee.* The composition of the committee is very important. Perceptive teachers free from emotions and personal prejudices and with consideration for environmental factors will be an asset to any team.

No doubt there are many other cautions to observe, but the following is a feasible plan which may be tailored to fit the particular school.

Step I—Select a committee representing the superintendent of schools, a member of the supervisory group,

TABLE II

Preferential ranking after discussion by 36 teachers of the 8 qualities most desirable in colleagues.

Quality	Percentage of teachers ranking each quality		
	Teachers' 1st choice—%	Teachers' 2nd choice—%	Teachers' 3rd choice—%
Intelligence	42	14	11
Cooperativeness	33	32	8
Sincerity	11	11	32
Considerateness	8	31	14
Emotional Stability	6	14	28
Dependability	0	0	3
Self-Reliance	0	0	2
Vitality	0	0	2

telligence, cooperativeness, emotional stability, considerateness, sincerity and dependability all appeared as the most desirable qualities to be considered when selecting a new staff member. The committee at the same time discovered agreement between their findings and the findings in the literature.

All teachers eagerly cooperated in the study. After the results were reported to the participants, it was suggested that a small teacher group might serve as an advisory committee to the administration in the selection of teachers. At the end of the first year, it was recommended that some form of appraisal be made of the proposed method.

Because of the wide variation in

TABLE III

Free response survey of 14 administrators indicating preferential rank of qualities they consider most desirable in teachers.

Quality	Percentage of administrators ranking each quality		
	Administrators' 1st choice—%	Administrators' 2nd choice—%	Administrators' 3rd choice—%
Emotional Stability	37	14	7
Cooperativeness	21	14	7
Considerateness	21	30	7
Intelligence	14	7	30
Sincerity	7	7	14
Dependability	0	14	14
Buoyancy	0	7	0
Vitality	0	7	0
Resourcefulness	0	0	14
Appearance	0	0	7
Refinement	0	0	0
Self-Reliance	0	0	0

the principals and the teachers. Such a committee might be considered an advisory committee, or a steering committee. The size of the committee should be kept relatively small (six to ten) for effective operation and should function on a rotary basis. Members of the committee should be of a warm, understanding nature, sensitive to people and informal in their manner.

Step 2—Provide a day of visitation for each selectee. Of course, the day's program should be well planned and organized by the advisory or steering committee.

Hold informal discussion period

Step 3—Plan an informal question and discussion period with the selectee. The environmental setting and atmosphere should be relaxed and natural. This should be a period where the selectee is encouraged to ask questions relative to the total educational program as well as the following areas:

- cultural and social environment (human relations)
- physical background
- appreciation and understanding of children's feelings
- Interest in job per se

Step 4—Provide an opportunity for the selectee to appraise his day's venture. This time should be devoted to the selectee's appraisal of the various situations he has observed throughout the day. It would be an opportune time for the steering committee to evaluate the selectee's insight and sensitivity into "on the job" happenings.

Step 5—Structure inquiry questions to be used by those seeking information relative to the selectee, such as, "What was Mr. Brown's relationship with his pupils? with his teachers? with his administrative staff?"

Certainly, with such a plan teachers will become more interested and enthusiastic, and will feel responsible to a much greater degree for the success of the newcomers. In turn, new teachers will have a greater feeling of security because they have been chosen by the people with whom they are going to work.

Substitute Teachers

By VICTOR E. LEONARD

WE CAN ALL RECALL how, when we were youngsters in school, we used to enjoy the days when there was a substitute teacher. It was usually the time for all Hades to break loose. Woe to the substitute who did not possess a strong back and a stronger will.

When the hiring of substitutes is a haphazard affair, and the teachers are not carefully selected beforehand, the school cannot maintain a high level of instruction. During the school year, it is inevitable that regular staff members will be absent because of illness, attendance at meetings, and for other reasons. The school must have competent substitute teachers available.

Improve methods of hiring substitutes

In the Greenwich, Connecticut, school system, which has a staff of about 400, we decided to improve our method of hiring substitute teachers. A committee was formed from our workshop group. This committee studied the situation from all aspects. It was decided to prepare a handbook for substitute teachers, to include all the essential information about our schools. The committee sent an invitation to all interested persons to attend a special meeting. At this session, about 35 substitute

teachers attended. The assistant superintendent of schools was chairman of the meeting. Our ten school principals and the supervisors of our "special subject" areas also participated.

At this orientation meeting, substitute teachers met the administrators and also had the opportunity of talking with the other substitutes. The policies and procedures of the schools were discussed, and questions about specific tasks were answered by the school personnel. Each substitute teacher was given a handbook which contained all of the vital facts needed. Refreshments were served, and the affair was both informative and social.

In our school system we schedule staff meetings in each school building on the first and third Monday of each month. The substitute teachers were invited to attend one of these sessions in the fall. Some were assigned to each school. They came to the school before the meeting time and visited the building. At the meeting they learned about the particular school, and its many special interests and features. They met the teachers in the school, exchanged ideas and learned about the school's programs.

Meet competitive salary standards

The substitute teachers met with the superintendent and assistant superintendent and were briefed on the general philosophy of the schools.

One of the important considerations in the hiring of substitute teach-

Mr. Leonard is principal of the North Mianus School, Greenwich, Connecticut.

are Important

Schools might adopt the popular slogan . . . "Accept no inferior substitutes!"

ers is the question of salary. It is necessary that we meet or improve on the salary paid in the neighboring towns. Substitute teachers will work where the salary and working conditions are best.

Handbook gives information

The handbook which has been developed for our substitute teachers contains the following information:

Copy of the Greenwich philosophy of education.

Homework policy in our schools.

Statement of liability involving pupil and staff.

A directory of the public schools, listing all personnel.

Current pay scale for substitutes—with tax exemption certificate.

List of conditions for substitute teachers (retired teachers may substitute 60 days in Connecticut, and uncertified persons may substitute 30 days).

Statement on discipline.

Instructions for correction of papers.

Report to be left the regular classroom teacher.

There is also a list of items to be given the substitute teacher by the principal in the school where the substitute teacher is assigned. These include:

Teacher's daily and weekly lesson plans.

Class register.

Seating plan for the class or classes.

Individual school bulletin. This includes hours of session, lunch pro-

gram, special subject schedules, and building responsibilities and assignments.

These materials have been valuable to our substitutes this past year. Additional recommendations will be forthcoming from the committee as time goes on.

It is generally accepted that we can improve our educational program if we hire substitute teachers who are of the highest professional caliber. The superintendent and his assistant interview all people interested in serving as substitutes. A list is made and sent to each school principal. It is the responsibility of the principal to select the substitute

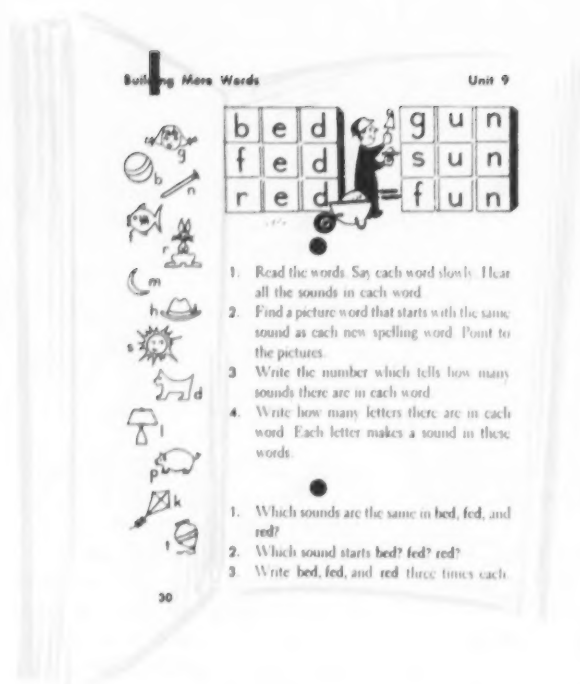
teachers for his building. The regular teachers are asked to notify the principal before 7:30 a.m. if they expect to be absent from school.

Substitute teachers who are hired for a long period of time are given a special salary adjustment to compensate for the additional duties that are required.

It is our belief that the entire program will benefit from our new program for substitutes. We know that a chain is as strong as its weakest link. Too often, a weak substitute can hurt the instructional program. We want our children to be given the best teaching possible, under all conditions.



Class work proceeds smoothly when substitute teachers are well prepared.



Pupils Without Books

We're heading for bookless schools . . . if budgets don't provide for replacing worn-out books as well as buying new ones for an increased pupil population

by WILLIAM E. SPAULDING

EVERYONE KNOWS by now that we are facing another "crisis" in education caused by a big increase in the birth rate.

Everyone is aware that the shortage of teachers and classrooms is appalling. But there's a third shortage, equally appalling, which most people know nothing about. That's the shortage of school books.

Ever since 1946, the last year preceding the big enrollment increases, we've run farther and farther behind in our purchase and supply of textbooks. Today the average pupil in the public elementary school is only a little more than half as well supplied with books as he was in 1946. If we had made up in 1953 the book deficit that had developed by that year, we would have had to spend for books, in 1953, from 30 to 50 million dollars more than we actually did spend.

Now on the face of it, that hardly

seems possible. Let's look at the figures. In 1946, there were about 20 million children enrolled in all our elementary schools. In 1953 the number had increased by 20 percent to some 25 million. Total expenditures for elementary school textbooks in 1946 were \$36 million; in 1953, they had risen to \$76.5 million. Isn't that enough to take care of a 20 percent increase in enrollment and a 79 percent increase in textbook prices?

How does it check out? We spent about \$1.80 a child in 1946. The equivalent amount, in 1953, would have been 79 percent more than this, or \$3.22. Actually, we spent \$3.06 per child in 1953, less than enough to cover the increase in price, but not enough less to explain an alarming textbook shortage.

The trouble is that this kind of figuring—a comparison of per pupil expenditures—misses completely one of the principal cost factors which we face whenever we have an increase in enrollment.

Suppose that at the end of this year you have thirty children in a Fourth Grade class. Each of them

has an arithmetic textbook. You know that an arithmetic text lasts about five years before it wears out. These thirty texts vary in age from one to five years and you know that about a fifth of them will have to be thrown into the ashcan at the end of this year because they are not in fit condition for further use. So you will have 24 usable arithmetic texts for the children who enter Grade Four next September. You know, also, that next year you will have forty children in Grade Four—ten more than this year. That means sixteen new arithmetic texts to buy—six to replace worn-out copies, and ten for the increase in number of children.

Now let's see what happens if we figure on the basis of per pupil cost. Suppose that the price of your Fourth Grade arithmetic is \$1.60 a copy and that since there was no increase in enrollment this year you had to buy only six copies for the thirty children in the class—just enough to replace the worn-out copies. You paid 6 times \$1.60, or \$9.60, for arithmetics, and your per pupil cost for arithmetics was just 32 cents.

Dr. Spaulding is chief editor of the education department of the Houghton Mifflin Publishing Co., Boston.

Next year you will have a one-third increase in your Fourth Grade enrollment. The economy-minded chairman of your school board says, "Increase your expenditures for arithmetic texts by one-third to take care of your one-third increase in enrollment. There's no reason for you to spend any more per pupil than you've been spending."

Money vs. books

One-third more than the \$9.60 you spent this year is exactly \$12.80, and that amount divided among the forty Fourth Graders you will have next year gives you 32 cents each, the same per pupil expense you had this year. This is all very fine if your aim is to hold to the same outlay of money per pupil year after year, but not fine at all if you are concerned about holding to the same outlay of books per pupil.

We had already figured that with ten more children in Grade Four next year we must buy *sixteen* new arithmetic texts—*six* to replace worn-out copies, and *ten* for the increase in the number of children. Sixteen times \$1.60 is \$25.60—exactly twice as much as the \$12.80 when you figured by the per pupil expense method proposed by the school board chairman. And your cost per pupil would double next year too. It would be 64 cents instead of 32 cents. In this instance, a one-third increase in enrollment actually calls for a 100 percent increase in expense—if the same supply of books is to be maintained as in the past.

Cost of replacement

What is true of this single arithmetic textbook is true of all the books which a pupil needs and uses in his school work. It is true of every grade throughout the school system. For all books, as with the arithmetic, there are two fundamental items of cost—replacement cost and the cost of a wholly new outfit of books for each one of the extra pupils who enters each grade each year.

Our national expenditures have not even kept up with price and enrollment increases on a straight percentage basis. They have made no allowance for the purchase of new

books so that the total number of usable books on hand will equal the number of pupils entering a grade each year. It's small wonder then that we've run into an appalling book shortage, with the per pupil supply of usable books in the elementary schools of this country probably more meager than at any time in the past twenty years.

In the Fourth Grade we've been talking about there were only ten pupils in excess of the number enrolled in that grade the previous year—just ten who were in need of a completely new supply of books. In the country as a whole the number of such pupils has averaged over a million a year since the enrollment rush began in 1947. That's a total of more than eight million elementary school children who have been in need of a complete new supply of books.

Studies tell us that schools that are best equipped with books show the best educational achievement. To the extent that this is true, our educational standards have been falling off ever since these enrollment increases hit us. We have unquestionably been shortchanging a whole generation of pupils on their school books,

and for them that shortage can never be made up.

The American people have an almost reverent belief in books. Education and "book-learning" are synonymous. They believe in teachers and in schools, too—and given the facts and a clear statement of the need they will insist on the expenditure of the money necessary to support the millions that they must invest in salaries for additional teachers and for new classrooms.

A classroom without books is like a restaurant without food. We can't afford to load new and often inexperienced teachers with classrooms of 40 to 60 children and then expect them to do a good job without books, which are the essential tools of their trade.

To stop this rapid trend toward "bookless" schools, we can't take stock too soon. What do we have? And what do we need?

When the taxpayers know the simple facts of the situation, they'll be ready to spend whatever is necessary to replenish the supply of worn-out, obsolete texts and to give every child in the school the equipment of books he needs.



The Village College movement in rural Britain provides attractive modern community schools and recreation centers for students old and young

THE VILLAGE COLLEGES of Cambridgeshire are carrying forward the community school idea in England. Five of them are now functioning, and five more are projected by the local County Authority. Each of the existing schools combines secondary and adult education in both day and evening programs. Each unit serves several small communities.

In the middle 1920's Henry Morris, then Secretary of the Cambridgeshire County Education Authority, became convinced that a new conception of education for state schools in rural England was greatly needed. He realized that with the coming of modern industrialism the old medieval functions of English

villages had largely disappeared. Generation after generation of young people were leaving rural areas for the glamor and the better paying jobs of cities. As a result people were coming to view the English village as an inferior place in which to live—a mere backwash of modern industrialism.

Henry Morris became convinced that Village Colleges serving a number of small communities might restore a meaningful rural life to many districts of England. According to his developing plan, small, inferior village schools would be combined into regional school units, in what in the United States would be called consolidated rural schools.

The unique part of the conception was, however, that Village Colleges would, in fact, become the educational and social centers for adults as well as for children. According to his then revolutionary idea their programs would enrich the life of each supporting area, furnish stimulus for economic revival and become significant centers of local culture and learning.

Henry Morris, who later became Sir Henry Morris, has recently retired after many years as the Chief Educational Officer of Cambridgeshire. Under his administration the fifth Village College Unit was opened in October, 1954. To each one of these Colleges there now comes a

England's Village



British Information Services photo

stream of foreign visitors who in their own situations have developed the germ of the Village College idea. On the day Impington College was visited, the Head of a school in Tasmania observed the program which some years earlier had stimulated him to develop a comparable school in his own country.

The five College campuses are things of beauty. Each is located on a plot of at least ten acres. Building designs have varied somewhat in the different units. Conceived in the 1920's, when rural schools in England were largely housed in ancient and non-functional buildings, the basic design of the Village Colleges was developed by the world famous architects Maxwell Fry of England and Walter Gropius, professor of architecture at Harvard University.

The buildings of Bassingbourn, which is the latest unit, were planned by the local County Architect, keeping within the financial limits set by the National Ministry of Education. Here the basic design of the four

earlier units was somewhat modified. But all five include a beautiful central hall, an adult wing, a large gymnasium, an auditorium with stage, a library, classrooms of different color and design, craft rooms, kitchen and greenhouses. Color, design and furniture are all modern.

In all Colleges private gifts of land, money for buildings and statutory have been made by both English and American enthusiasts who have been inspired by Henry Morris and the Village College idea. At Impington an entire wing is reserved for adult use. This consists of a beautifully panelled meeting room, game room, classroom and lounge. Due to financial restrictions, at Bassingbourn such special facilities are limited to a very attractive panelled room, just off the main hall, and a lounge with high ceilings and long windows, which is reserved for the adults of the community.

Also house pupils on secondary level

All the Village Colleges house secondary modern day school pupils eleven to fifteen years of age. Two of them also have grammar school forms, and in time one-third of the pupils will be taking a grammar school course. Only a small number stay on for study beyond the leaving age of fifteen years. An increasing number are already staying on until age sixteen. Curriculum and teaching are much the same as in other English secondary schools with similar pupils, though these schools are unusually rich in arts and crafts as well as in rural studies.

Adult programs are scheduled both during the day and evening in all Village Colleges. When Impington was visited a number of elderly men were using the game room, or were reading newspapers and magazines. Libraries in these schools are for both adults and adolescents. In the new unit at Bassingbourn three greenhouses are planned, with one of them reserved for adult use.

Many classrooms are used in evening programs. In all Colleges the adult wing, assembly hall, library, arts and crafts rooms are in great demand. Village and regional adult

groups may rent meeting places for a nominal sum like three shillings and sixpence, or fifty cents in U. S. money. At Bassingbourn the school gymnasium is regularly used by men in the nearby American Air Force Hospital who have marked off a basketball court on the floor. Buffet teas and snacks may be ordered in advance. One Village College brochure gives the welcome information that "Our cooks are anxious to hear of local special dishes and to know of your special tastes."

Student Council represents adults

Close touch with adult needs is guaranteed through a Student Council in each of the Village Colleges. All adult classes elect a representative to a Council, as do all adult organizations making regular use of the building. In addition, each village has a representative to the Council.

Student Councils elect their own officials. They raise large sums of money on dances, dramatic performances and many other activities. Councils have control of these funds, which they spend in equipment and program. They recommend courses to the Wardens, who are the administrators in charge of each Village College. The Wardens then arrange schedules and procure teaching personnel. Each of these administrative heads has at least one assistant who is in immediate charge of the adult program.

The beauty of spacious grounds and buildings, the quality of staff members, the varied and rich program in these Village Colleges, all serve as proof that supporting communities put a high valuation upon the education of all citizens. These community schools are obviously enriching the material and cultural life of the areas they serve. In his own lovely section of England Henry Morris' dream is coming true. The Village Colleges which were brought into being under his inspiration and direction are serving as a stimulus to educators and laymen everywhere who believe that schools should improve the quality of community living.

Colleges

by SAMUEL EVERETT

Dr. Everett, associate professor in the Department of Education at New York's City College, spent the past year in England collecting material for a book on English secondary schools.



A single outdoor privy, poor classroom facilities characterize many rural schools where community rejected reorganization.

Explaining District Reorganization

by DAVID M. DENNIS

IN A RECENT SURVEY of 135 citizens in five midwestern states, it was found that only a little over one-fourth were aware that the purpose of the reorganization of school districts is better education. About one-sixth gave an answer similar to that of a farmer who lives near Cassville, Missouri: "There's no damned reason at all." The common response was, "To make more taxes."

A farmer in Minnesota swore that reorganization was just a way to get control of rural children: "I'll not have any of my children goin' to town and farnin' to become delinquents!"

The citizens of the towns and villages also need information. An inhabitant of Elgin, Iowa, made a typical remark when he heard that a farmer in the area was strongly favoring reorganization. His words were: "Wonder what he will get out of this."

Town folk and rural all may derive many benefits from reorganization, but without enough information they tend to look at it with distrust and allow their minds to be guided by emotions.

There are questions which have

come up repeatedly in written sources, at meetings where reorganization is discussed, and during some 200 interviews with citizens and leaders in Illinois, Iowa, Minnesota, Missouri and Nebraska.

The questions can be divided into the following four sections: 1. questions raised before plans are considered; 2. questions raised while making the plans; 3. questions raised after the plans are made; and 4. questions raised shortly before an election.

Questions raised before plans are considered.

Questions raised during this cycle relate to the general nature or reorganization. In giving answers to the questions, the leaders try to awaken an interest in schools. They try to get people to analyze the results of school training and consider the good and bad points of school district organization in an effort to stimulate a desire for a better school program.

1. What is the major purpose of the school?
2. Who should participate in making school policies?
3. What can the people of this state do to improve school district organization?
4. Is the reorganization of school districts mandatory?
5. How does this state compare

with other states in the number of school districts?

6. Will reorganized larger districts have greater permanency?

7. Will larger school districts make possible a more diversified educational program or a broader curriculum offering?

8. Will organization of the school districts tend to improve supervision of teaching?

9. Will the reorganization of school districts tend to eliminate the duplication of facilities?

10. Will reorganization of the school district promote greater economy?

11. Will school costs be more equitably distributed if reorganized districts are established?

12. What do educational authorities say concerning this general type of reorganization?

13. What are some of the deficiencies of the existing school districts?

14. What disadvantage is there from the pupils' standpoint in a small school?

15. Does school district reorganization mean increased state control of education?

16. Will reorganization of the school districts result in fewer school board members?

17. Can a school district serve a large area or a large number of people?

18. How can the school and the community work together to achieve

Mr. Dennis is supervisor of the H. H. Hahn Campus School at Nebraska State Teachers College in Wayne, Nebraska.

reorganization of school districts?

19. How is reorganization accomplished through the state and county committees?

Questions raised while making the plans.

At this particular time, the planners generally ask the questions themselves.

They are going to want to know what makes a good school district, which services are needed, how to attain the best school, who controls the most votes, and what information is to be given to the people.

1. What type of organization is provided to study school district reorganization?

2. What are the duties of the state committee on school district reorganization?

3. What are the county survey committees?

4. What reports are required of the county committees?

5. Where may additional information be secured relating to school district reorganization?

6. What is a desirable school district?

7. What is an administrative district?

8. What is an adequate educational program?

9. What is the desirable minimum enrollment size for an elementary school and for a high school?

10. What is a desirable minimum pupil-teacher ratio?

11. What districts are to be considered and how much money did each expend for education during the past few years?

12. What are the valuations of each of the districts and what is the total?

13. How many children are there in each district?

14. What are the sizes and general boundaries of the present trade areas and social attendance areas?

15. Is school enrollment in rural areas declining and why?

16. How many nonresident high school pupils are there?

17. Should provisions be made for a junior college, for area vocational

school, and for adult education?

18. Will reorganization of school districts result in the loss of any state aid?

19. Must the school board of a consolidated district furnish free transportation for pupils residing in the district?

20. Do the boundaries of reorganized districts have to follow those of existing political units?

21. Should existing school buildings be utilized where possible?

22. Would the larger number of children necessitate additional physical facilities (buildings)?

23. If rural districts join a district that has a high school building, do they become owners of that building?

24. How far may the children be required to walk to meet the school bus?

25. Will parochial school children be allowed to ride the buses?

26. When can an election be called?

27. How may reorganization be accomplished using the petition method?

28. If a voter has signed a petition to become a part of an enlarged district, may he remove his name from the petition?

Questions raised after the plans are made.

Since this is the time when people are learning about the plan of reorganization and are discussing it, one might expect that most questions will pertain to the proposal. There will be some questions concerning alternate solutions to the educational problems of the community but most people will want to know how the reorganization will affect them.

1. May the people of a district appeal from the recommendations of the county committee to a higher authority?

2. Who makes the final decision on the recommendations of the county committees?

3. Why is district reorganization needed?

4. Does the high school provide desired vocational departments?

5. What percent of the farm boys and girls are attending high school?

6. Do teachers in rural ungraded schools have training comparable to that of teachers in larger schools?

7. Will reorganization tend to increase the opportunity for a high school education?

8. Are the smaller schools offering an adequate health and physical education program?

9. Do the smaller schools offer a fine arts program?

10. Do the smaller schools offer an adequate hot lunch program?

11. Are per pupil costs higher in smaller schools?

Rural schools lack teachers

12. Why is it difficult to secure teachers for rural schools and to hold them?

13. Whose responsibility is it to provide housing for the non-resident pupils?

14. If a district without debt merges with a district with bonded indebtedness, are they then jointly responsible for the payment of the same?

15. Will there be a decrease or an increase in the tax rates due to reorganization of the districts?

16. Will transportation service be successful in spite of many undeveloped country roads?

17. Will the transportation of pupils by the school boards result in a personal saving to the farmers?

18. Is public school transportation safe?

19. Who controls the routing and scheduling of the school buses?

20. Will the pupils be required to ride for too great a time on the buses before reaching the school?

20a. Will the bus routes be longer or shorter under consolidation?

21. Must a school district own its school buses?

21a. Can a door-to-door bus schedule be maintained?

22. What control is there over the routing, scheduling and operation of the school buses?

23. Have rural children had equal educational opportunities in the past?

24. Under reorganization, will kin-

dergarten be available for all children who are of kindergarten age?

25. What arrangement has been made for rural children who attend kindergarten?

26. Will school district reorganization tend to destroy community life?

27. Will reorganization take away local control of the schools?

28. Will teachers lose their jobs as a result of district reorganization?

29. Will the schools be too distant from the homes of the children?

30. Who will govern the new district, and will rural areas have representation?

31. Is ——— High School an accredited institution?

32. May the junior college students matriculate at the major colleges and universities?

33. Why were there particular areas included in the proposal?

34. Why can't we stay as we are and take care of our own children?

35. Where will the new schools be located?

36. How will all this affect the businessmen?

37. Would it be possible to use the school evenings for adult groups?

38. Would the plan, if adopted, tend to influence in any way the growth in population or the investment of capital by trade and industry in the new district?

Questions raised shortly before an election.

A number of details such as where and how to vote will arise during the last days before an election. At this time, there will be a few persons who need a little encouragement in order to decide how to vote. Leaders strive, therefore, to make a definite emotional appeal in answering questions at this time.

1. Who may vote?

2. Where and when should the voting take place?

3. Who are the men behind the proposal?

4. I have heard that the tax estimates now being circulated by the administration of the ——— school

are deliberately intended to be misleading. Is this true?

5. Is it true that the teachers in ——— High School teach only in their major and minor fields?

6. Is ——— well-staffed with teachers for the areas which we define as "special education"?

7. Does ——— have a full, well-rounded athletic program?

8. How should we vote?

9. What would be the probable effect upon ——— if it definitely rejects inclusion of neighboring districts into the educational program?

In conclusion, a few statements might be made regarding the most effective methods for informing citizens. At least one comprehensive survey of the educational, social and economic characteristics of the area will be necessary. Where the State Departments of Education do not have personnel for this purpose, usually they will furnish literature which will aid local groups in conducting the survey. Before the plans are made, it may be noted that most questions concern the general nature of school district reorganization. The newspaper through a series of articles extending over a relatively long period of time is most effective here.

Well-informed few instruct others

A few well-informed persons who instruct others through conversation and small discussion groups are also important during this cycle. After a reorganization plan has been developed, printed material loses much of its effectiveness, although an attractive and informative pamphlet may achieve some good. On the other hand, oral methods become increasingly important. Thus, discussion groups, panels, speeches and public meetings should be used more frequently during this time. Indorsements by various leaders of the entire community are quite effective at these public gatherings. Shortly before voting time, simpler media of communications with strong emotional appeal are used. A well-organized program also will give attention to having a group of telephone workers and free transportation on election day.

The

by **RUS WALTON**

ALTHOUGH EDUCATORS FACE difficult and aggravating financial problems, there are non-monetary costs of learning that also run high.

Education's purpose is primarily to help the individual fulfill his potential; to help him understand and appreciate himself, his fellow men and his community.

We live in an age of compromise and conformity; an age which tends to make social and intellectual innovation and exploration unpopular. The price of learning must be measured against this setting.

Second industrial revolution approaches

Many of the features of this age of compromise have been caused by the industrial revolution. How much more compromise and conformity will be demanded by the "second industrial revolution" we are now entering is a matter for conjecture.

Individualism, the full development of the personal potential, creates complexities which are incompatible with the mass procedures in vogue today in government, business, compulsory unionism, and even learning. We do things by the numbers, and individualism is held down lest it disrupt the predetermined flow of things, events and people.

This levelling influence of compromise and conformity is destructive to the true purpose of education. If

This article is based on an address to the annual conference of the California Association of Secondary School Administrators by Mr. Walton, who is assistant manager of the western division of the National Association of Manufacturers.

Price of Learning . . . *must be computed not only in dollars but in terms of what it costs educators to resist enemies of academic freedom*

a person has but to conform, what need is there to be free? If a person is not to be free, what need is there to learn judgment?

True education in an age of conformity exacts its price. Only the educator can answer the challenge, "Are you willing to pay?"

This age of compromise and conformity raises the price of learning and puts added pressure on the educator. He must not only continue to stimulate thoughtful, responsible innovation and exploration, but must also stand firm against the pressures which would have him conform to an oppressive public policy of sameness.

Within the past three or four decades we have developed a new myth, the myth of total security. We have become fascinated by an insatiable drive for higher and higher standards of living.

We need the magic of traditional liberal education to break the spell of fear which creates this insatiable desire for security. The obsession with security indicates that we are afraid and want to be safe from some danger.

Everyone seeks total security

To be frank, I believe some teachers have fallen victim to the myth of total security, believing that if they will just go along with the crowd and acquiesce to popular opinion, their jobs will be secure, their tenures unaffected and their futures assured.

More and more, the myth of total security is affecting the students' ambitions and the price they will pay for learning. Too many are more concerned about learning an established vocation than about studying the fundamentals from which they can spring to exploration, discovery and innovation. They are more con-

cerned that there be a job waiting for them than that they have the spark to create a new job with their talents.

This myth of total security affects the parents' attitude toward education and toward the price that they are willing to pay for their children's education. They too become more concerned that their child be prepared for something which already exists, and into which he can easily fit, than that he be well-grounded in the fundamental truths, so that he can then go on to create, to inspire and to lead.

Fear causes attacks on academic freedom

The attacks against academic freedom are also an indication of fear. Those who would destroy academic freedom demonstrate that they are not willing to allow the risk involved in the search for truth. They do not want to know their mistakes. They want only to be secure in their own logic-tight cocoon, free from demands of change and progress, from the challenge of new frontiers.

We are all aware of the current wrangling over academic freedom. Most of the controversy has centered about the colleges and universities. Not too much has been said about academic freedom in high schools.

Academic freedom has been jeopardized as much in the high school as it has in the institutions of higher learning, though the pressures are much more subtle and the attack may be harder to recognize.

The destruction of academic freedom can come as quickly through subtle pressures and inch-by-inch compromise as it can through outright attack. In fact the destruction can come more quickly through the quiet approach than through the blustering, raucous shouts of fanatics.

Many of the pressures on the secondary school come from outside, from those who would have learning conform to the shibboleths of the day, or from those who would seek to have it serve some purpose in keeping with their views.

One of the pressures which has tended to weaken academic freedom in the secondary school is the reluctance of some educators to fulfill the grand purpose of education, the willingness to bow to the whims and wishes of the public, whether individuals or groups.

The educator must answer the question: if I am free to teach, what will I teach? Surface skills? Manual dexterity? Social neutrality? Public agnosticism? The uncertainty of certitude?

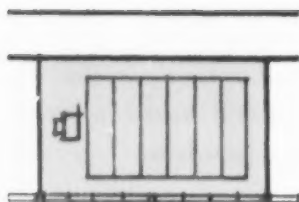
Expediency and conformity are not the tools of education, nor the true standard of exchange in the price of learning.

The determination of the price of learning, the value assigned, must rest with each individual and with the various groups.

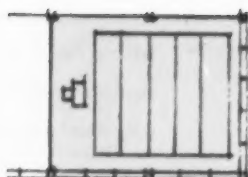
Educators determine price of learning

The price of learning must be determined by the educator who will carry on the traditional purpose of helping fulfill the potential of each student who becomes his charge. It must be determined also by the individual student who would be true to himself and would be more than a drone or a stamped-out cog in a giant machine.

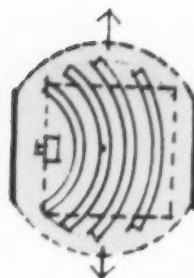
The price of learning cannot be met only by dollars and cents, adequate buildings and proper salaries. These are important, but ultimately the price of learning is computed in terms of dedication, purpose, courage and vision. These are qualities educators must have.



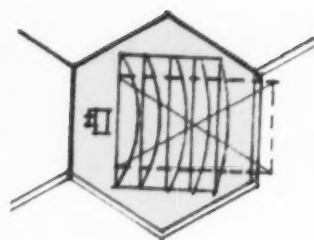
The traditional rectangular classroom imposes rectangular seating and allows little flexibility . . .



. . . but to shorten and widen the room economically would limit building to one story.



Flexible seating can be provided by expanding sides . . .



. . . to form a hexagon — a rectangle with sides pulled out.

An architect discusses. . .

Standardizing Elementary Classrooms

. . . and suggests how thousands of dollars can be saved on the construction of each new elementary school by a fixed design of the classroom portion

by ARTHUR F. DEAM

Mr. Deam is professor of architecture at the University of Pennsylvania. He has designed a number of schools in the Philadelphia area and has worked as architectural critic on hundreds of school design projects. A winner of the Prix de Rome in 1923, he writes that "My convictions, and this standardization, are the result of 30 years of experience." His Philadelphia address is 1915 Rittenhouse Square.

A TAILOR-MADE ITEM — be it a man's suit or a school building — is necessarily more expensive than a ready-made product. However, the modern school program, like a 7-foot man, cannot be fitted into a ready-to-wear garment. The goods have to be specially cut to size. But let us explore the possibility of standardizing a *portion* of our elementary school buildings—the classrooms.

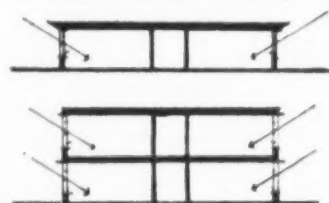
We once did have a standardized schoolhouse. Some of these are still standing and a few are still in use. This was the square two-story (four rooms above four) white frame or red brick schoolhouse readily identified by its crowning cupola. In its time this plan, with its eight rooms and basement, was considered fully adequate and was economically duplicated in towns all over the country.

But this stereotype became outmoded shortly after World War I. The advent of the six-grade elemen-

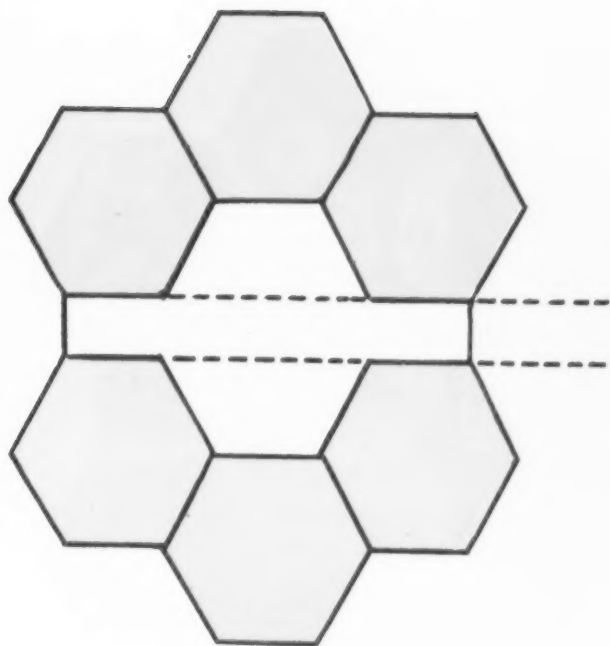
tary school, and special rooms such as gyms, cafeterias, all-purpose rooms, etc. (which varied from 5 percent to 50 percent of the total school) plus a new stress in daylighting necessitated the tailor-made school. In other words, each school had to be individually designed in terms of the community's enrollment, its educational needs and its climate.

In terms of design, the school came down from its Victorian perch and assumed new shapes. These were generally developed as various solutions to the problem of providing adequate natural lighting. These plans fell into several categories:

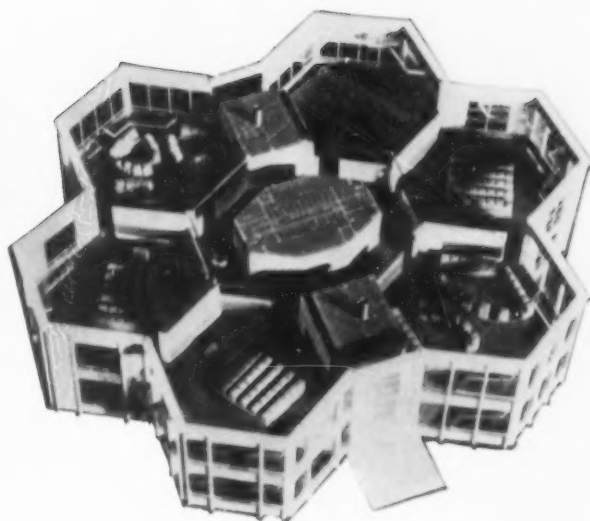
1. Double-loaded corridor, with



THE SCHOOL EXECUTIVE



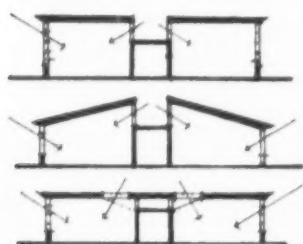
The hexagonal-shaped classrooms are fitted together by a framing method consisting of $3\frac{1}{2}$ units on either side of connecting strip, providing 6 classrooms to a floor, 12 to a 2-story unit. Center hexagon accommodates traffic, utilities.



View of model, with roof removed, of 2 story classroom unit. The 6 intermediate classrooms shown illustrate variety of seating arrangements in 35-pupil rooms. Primary classrooms on first floor can vary from these in detail. Stairwells are at ends of strip.

rectangular classrooms on either side of a central corridor. Applied to both one- and two-story buildings, it provided natural lighting on only one side of the classroom while the corridor was artificially lighted. Though generally economical to construct, the double-loaded corridor plan cannot provide like orientation in all the classrooms.

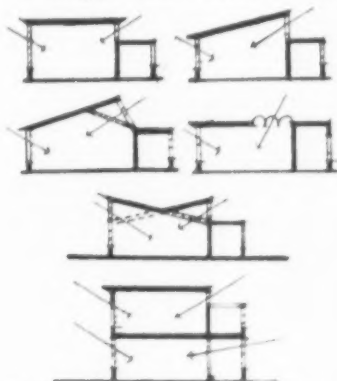
2. Double-loaded corridor with



various methods of providing natural lighting on the corridor side of classrooms. Most examples are one-story. Various kinds of clerestory and sky-lighting devices are used to

admit daylight. These provide good natural illumination in all parts of the classroom thus permitting flexible seating arrangements. The principal criticisms are the excessive construction costs and the high maintenance cost of the natural-lighting devices.

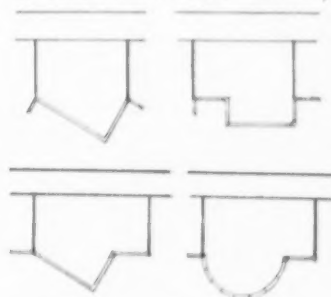
3. Single-loaded corridor with



clerestory or skylighting devices on the corridor side. Most examples are one story; classrooms all face in one

direction taking advantage of best orientation. This plan provides pleasant day-lighted rooms and is most efficiently used in small schools. The disadvantages are the necessary length of the corridors and the distance of travel to special rooms. It is uneconomical in large installations because of the large proportion of corridor space, long lines for mechanical requirements and excessive construction and maintenance costs.

4. Variations in sizes and shapes

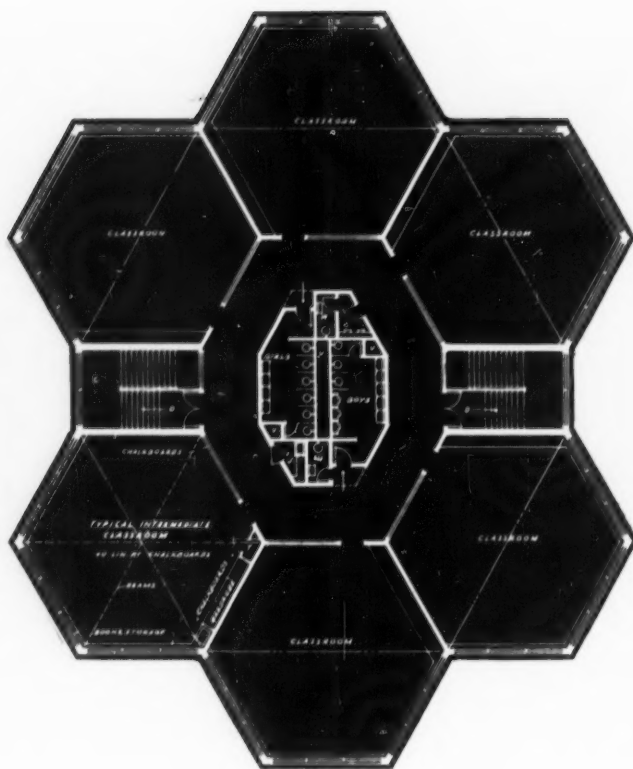


of rooms in an attempt to improve natural lighting and increase interior

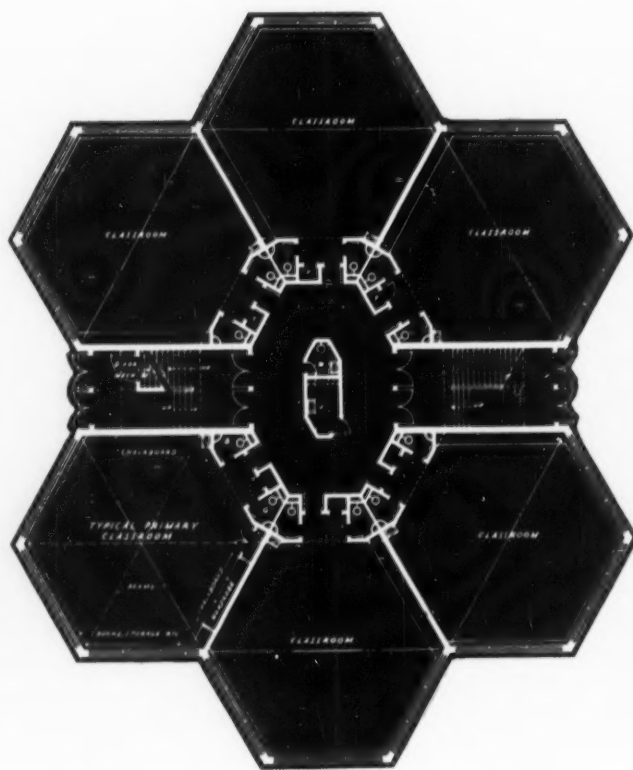
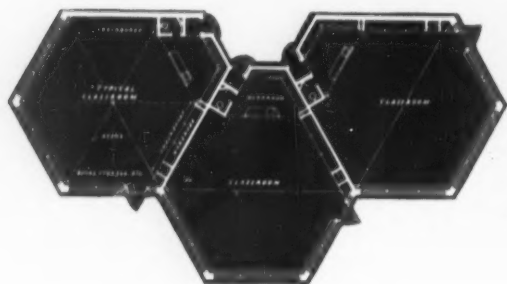
standardizing elementary classrooms

floor plan of the
12-classroom unit

Intermediate classrooms are on the second floor and open directly to circular corridor which surrounds toilet facilities. Three walls in each classroom are window walls with books and storage space below windows; the other three walls accommodate chalkboards and wardrobe. The two fireproof stairs satisfy all state fire codes.

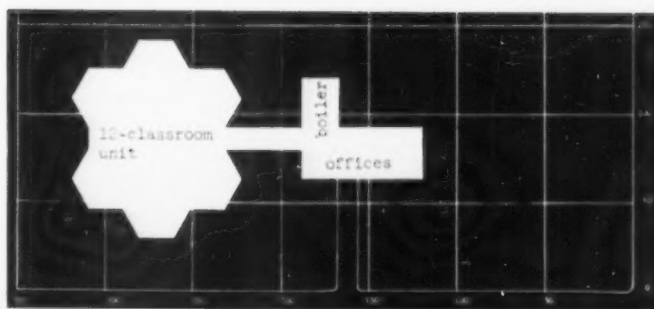


Primary classrooms on the first floor may be planned independently of the intermediate grades. Plan at right shows classroom similar to plan above except that it extends into center space to accommodate boys' and girls' toilets at entryway. Detail below varies further: each classroom has door opening directly to out-of-doors; extension into center space is for workroom and single toilet. These variations in detail are all possible within the standardized framing method.

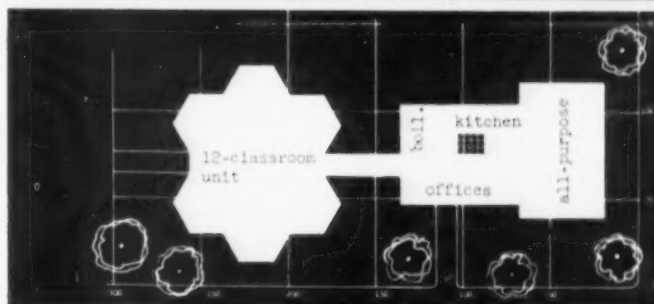


how a school can grow
from a 12-classroom unit

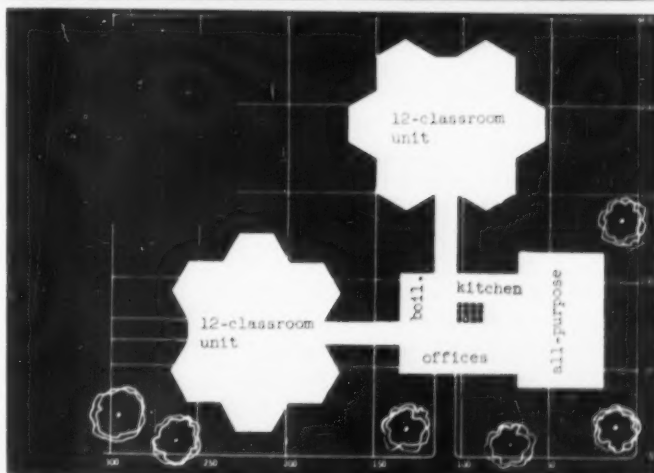
The 12-classroom unit plus offices, boiler room and connecting corridor can serve as a start. At estimated cost of \$200,000 for the unit plus \$42,000 for the other spaces, here is a school for \$242,000.



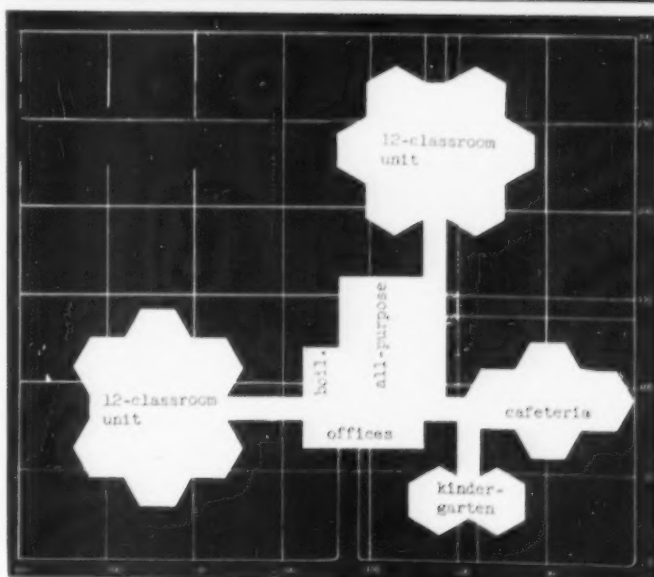
Add to the above plan an all-purpose room and kitchen facilities at an estimated \$81,000 and here is a 12-classroom school for \$323,000.



To the above plan add another 12-classroom unit with its connecting corridor for \$206,000, and here is a 24-classroom school costing \$529,000.



Cafeteria and kindergarten, built in unit pattern, are added to above components, but layout is greatly altered. This 24-classroom school, with 2 kindergartens, cafeteria and kitchen, all-purpose room, offices and boiler room, would cost an estimated \$618,000. These planning methods illustrate how the assembly of the standardized classroom unit with special room requirements would give each school an individual appearance.



standardizing elementary classrooms

flexibility. These are found in both double- and single-loaded corridor designs. Used primarily in one-story schools, these plans offer many advantages.

All the plans in these four categories are tailor-made with the consequent difference in cost compared to a ready-made item. The writer believes that it is now possible to evaluate the advantages and disadvantages of the many methods of planning and to formulate a method of providing good schools at a more reasonable cost.

First find optimum design

In other words can we not achieve an optimum design for a classroom (which need not vary from one community to another except in number) and standardize that in order to effect economic duplication? Such a standardization could apply only to the classroom portion of an elementary school of course, since the special rooms will always vary in size and number from school to school.

In our quest then for an elementary classroom of the size and shape that would serve as a desirable prototype for any community, let us analyze the physical requirements of the classroom—keeping in mind the difference in requirements of a primary group (1st, 2nd and 3rd grades) and an intermediate group (4th, 5th and 6th grades).

Rectangle is confining

To begin with, let us set up a near ideal condition: a flat grassy area, a 70° to 75° temperature, large shade trees and ample outdoor space for the teacher to arrange her class of 25 to 30 pupils. No one would confine them to an arbitrary 15' by 30' rectangle. If the activity were recitation, the group would cluster in a semicircle around the speaker. Or if several groups were working independently, they would be scattered at equal distances from the teacher.

This belief in the inability of the

simple rectangle to provide for the varied activities of today's classrooms was the motivation in planning the various classroom shapes described in the above category #4. Some of these innovations were entirely successful and made a strong contribution toward a scientific solution of classroom requirements. From the point of view of cost, however, some of these solutions are beyond the financial capabilities of many communities.

Shape must permit grouping

The problem then is to provide the best solution for the requirements of a classroom unit, with full appreciation of the architectural and economical problems of grouping the units together.

What is a satisfactory, functional shape for a classroom? To get back to our outdoor classroom, it would seem that a circle would be the most functional shape. However, we have to fit in such rectilinear classroom fixtures as chalkboards, wardrobes and bookcases; and we have to group the classrooms together. What shape then would preserve the seating flexibility of the circle, provide a rectilinear wall space, admit light through more than one classroom wall, and be adaptable to grouping? The hexagon.

Starting with a hexagonal classroom, it is possible to effect a framing method that consists of three and one-half units on either side, with a connecting rectangular strip between, totaling six classrooms on a floor. This plan can be one-story, or another six classrooms can be similarly fitted together on the second floor. Detail can vary between the two floors with the first-floor classrooms (primary grades) having individual toilets and outside entrances.

12 classrooms in small area

The greatest economies are gained by providing twelve classrooms in the minimum cubic content on two floors—the primary group on the first floor and the intermediate group on the second floor. The exterior wall is a curtain wall and may be constructed in one of many different materials and with a choice of various

textures and colors. The eighteen exterior walls are all identical—a major economy.

This standardized classroom portion can be easily used in conjunction with any number of special rooms. The connecting rectangular strip becomes a corridor leading to the specially-tailored cluster comprised of the gym, cafeteria, multipurpose room, etc.

The simple and aesthetically satisfying form of the classroom unit, with its projecting bays, is given compositional interest when grouped with this separate cluster of special rooms. Therefore, though the unit is standardized, no two schools need look alike because of the wide choice of construction materials and the infinite variations possible in grouping the unit with the special rooms.

This standardization proposal, then, offers these advantages:

1. Three sides of each classroom are exposed to daylight, thus minimizing the problem of orientation.
2. The corridors are of minimum length.
3. The plan permits flexible interior arrangements.
4. Utilities are centrally located with minimum length of ducts.
5. Basic planning idea and construction method permit economic duplication.

It is estimated that the 12-classroom unit can be constructed for \$200,000, though this figure might be low for the building of the first few units. It is further contended that this standardization would realize a saving of \$4000 per classroom over the method now in use in elementary school design and construction.

To further the possibility of increasingly economical reductions of the construction costs in future buildings, a patent* has been received on the design and one has been applied for on its construction method. With the classroom portion of elementary schools varying upwards from 50 percent of the total building, effective savings could be realized by communities whose school boards adopt this standardization method.

* D 172-340

PAUL AND JOE TALK SCHOOLS

YOU KNOW, JOE, OUR TOWN'S GROWING SO FAST WE'RE GOING TO NEED A NEW HIGH SCHOOL PRETTY SOON.

WELL, ONE THING IS SURE, PAUL. IT CAN'T BE A COPY OF THIS ONE. IT WAS BUILT 60 YEARS AGO AND TIMES HAVE CHANGED A LOT SINCE THEN.



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November

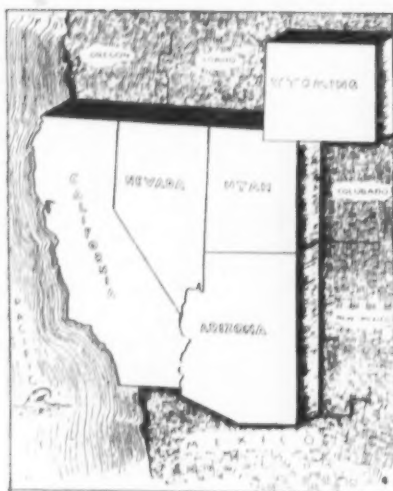
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December

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January

The School Executive Will Deal With the Secondary School Problem in a Forthcoming issue



During the past two years, *The School Executive* has described the programs in various sections of the country which have been connected with the Cooperative Program in Educational Administration. In this issue, we present the program—with some of its results—which has been conducted in the Pacific Southwest, centered at Stanford University. William R. Odell, director of the Stanford Center, and a group of his associates have prepared the materials presented on the following pages. Even the casual reader must be convinced that a great effort is being made today to improve the quality of school administration. The editors believe that as a result of the CPEA programs much more improvement will occur in the days ahead.

the pacific southwest cpea

As have the other seven centers, the Stanford Cooperative Program in Educational Administration has by this time developed many facets and spread in many directions. Only a few highlights of the program can be touched upon here, but a good overview of the major features can be presented. Interested readers are invited to write for more details about any aspect of the program that is of interest. Three main endeavors were conceived at the outset for the Pacific Southwest CPEA region: (1) state-wide and regional field endeavors, (2) university interdisciplinary endeavors related to improved administrator education programs, both pre-service and in-service, and (3) concern over the selection and induction of novice public school administrators. Emphasis in this series is upon accomplishments as best they can now be identified and described. Accordingly six elements of the program are told by six staff members who in each case were closely identified with the particular undertaking. These six matters are: 1. Pacific Southwest regional and state-wide programs; 2. interdisciplinary activities; 3. the Stanford school planning laboratory; 4. the Stanford University internship program in school administration; 5. a service project in administrator selection; 6. research activities at Stanford.

regional and state-wide programs

- community study procedures
- administrator certification
- county administrator activities

FOUR MAIN ACTIVITIES have been carried out cooperatively by the Pacific Northwest and Pacific Southwest areas on a regional basis.

The first of these projects considered the procedures used in local community studies as developed in the various disciplines of sociology, public administration, anthropology and political science, and their relationship to the conducting of school systems. This project was planned and carried out by Professor Theodore L. Reller of the University of California.

Representatives from about 30 school administrator-training institutions in the nine far-western states attended a conference in Berkeley in October, 1953, to review specific community studies. These included the Bay City Study carried on by the Harvard CPEA, the Junction City Study by the Oregon CPEA, a study of Washington, D.C. community power structure as revealed through the study of racial segregation, and studies of the internal administrative structure in industry, in public power projects, etc.

The second regional study dealt with the problem of state administrator credentialing procedure. Representatives from ten western states met in Berkeley last June for a conference chaired by J. Burton Vasche, associate superintendent of public instruction in California, and coordinated by Edgar L. Morphet of the University of California.

This conference group considered the problems of administrator certification, but more important it initiated an agency for discussion of this and common problems by western state departments of education. A representative from each of the states will be designated and a meeting will soon be held for further consideration of common problems for joint consideration by various state departments of education.

The third regional project consisted of activities related to county school administration. During the past

three years several meetings have been held and numerous meetings of county administrators have been attended by CPEA representatives. To a large extent the programs have been carried on as a part of the State County Superintendents Association already in operation. Annual reports of the Pacific Northwest and the Pacific Southwest CPEA describe these activities in considerable detail.

Present practice and training

And finally, Professor John F. Staehle of Montana State University has substantially completed a monograph describing the present status of public school administration practice and collegiate training programs in the nine western states. This is to serve as a description of initial conditions when the CPEA program began and as a bench mark against which to measure developments in the years ahead.

The Pacific Southwest area during the last two years has organized a regional planning committee, comprised of two representatives each from Arizona, Nevada, Utah and Wyoming, and five from California. The committee's function has been to consider CPEA activities under way in various state programs and to provide, for the first time, an agency for wider concern in the Pacific Southwest area of common problems in all of the states. As a result of this regional committee, plus the cooperative undertakings with the Pacific Northwest CPEA region, real progress has been made in finding avenues for joint consideration of common problems among the far-western states.

States look at own problems

In addition to the regional concerns, each of the five states in the Pacific Southwest area undertook programs related to their respective current problems in public school administration. In each case a state committee was created to direct the activity and to provide representation on the regional planning committee.

In Arizona, the problem selected was in-service education of school administrators. During the past three years, summer conferences at each of the three administrator-training institutions, and professional association

by WILLIAM R. ODELL, director of the Pacific Southwest CPEA Center and professor of education, Stanford University.

conferences at other times during the year, have been developed in line with this concern. In each case appropriate conference leaders have been provided from CPEA staff and funds.

In Nevada, an experiment was undertaken to determine the effectiveness of an in-service training program for school administrators in isolated sections of the state. Tape-recorded professional discussions were distributed through the School of Education of the University of Nevada and the Nevada Superintendents Association. In addition, assistance was given in formulating plans for a state-wide study of the Nevada educational system. A governor's commission was created and an appropriation was provided by the legislature for this purpose. During the past summer a workshop conference at the University of Nevada for school administrators was supported in part by CPEA funds and staff members from the administrative center.

Utah examines instruction

In Utah, the state committee selected as their area of concern the instructional role of school superintendent and administrator. Three summer conferences have been held alternately in each of the three administrator-training institutions in the state. During the past two years,

in addition, pilot studies in several communities have been carried on by staff members from the three training institutions. In each center the concern has been that of determining more effective ways for professional and lay participation in the evaluation of local educational programs.

In Wyoming, the state committee selected the problem of preservice and in-service training of small-community school superintendents. Several project centers have been established and studies of these have been carried on cooperatively by the Superintendents Association, the School of Education of the University of Wyoming, and graduate students.

In California, the California Commission on Public School Administration was created. It has carried forward a study, just now ready for publication, of the relative roles of state, intermediate district, and local district administration of public education in California.

Diverse as the topics of study are in the five states, the underlying concern in each case has been the development of an agency for the effective cooperation of state departments of education, school administrator-training institutions, and professional associations concerned with public school administration in their joint continual study of common problems.

the pacific southwest cpea—2

interdisciplinary activities

- *political scientists study local government*
- *sociologists study district sizes*
- *journalists study communication*

THE STRUCTURE of public education in the United States has been founded upon the premise that any social function involving the immediate needs and welfare of the people should be administered by agencies which are subject to the direct control of the people. The men who framed the American Constitution and provided the concepts for our democracy recognized that a republican form of government predicated upon popular control of the instruments of government required a highly educated populace for its success. Public education became essential as a means for effecting broad social goals and of achieving constantly more perfect instruments of popular control of government. Yet, it was not until the twentieth century that educators them-

selves became fully aware of the nature of *educational policy as social policy*.

Some vital questions

This awareness, however, brought confusion rather than order to educational theory. Does this unique function of education in American democracy, as the Educational Policies Commission called it, give to the educator a unique role in the social fabric? Is it the educator's role to help frame the goals of society and, as Counts asked, to dare to change the social order? And if the school administrator holds a unique position in the educational structure, what is his role in relation to other aspects of government and other functions of society? How does he perform as the educational official who is charged with the responsibility for effecting certain aspects of social policy? How does the public maintain the accountability of its public school officials?

The answers given to these questions have never been

by KEITH GOLDHAMMER, acting assistant professor of education, Stanford University.



Stanford group at discussion of their interdisciplinary program: (from left facing camera) Paul R. Hanna, professor of education; Douglas Merritt Whitaker, provost of Stanford; Ernest R. Hilgard, dean of graduate division; J. E. Wallace Sterling, president of Stanford; Maurice Seay, educational director of CPEA; I. James Quillen, dean of the school of education; and Robert Richardson Sears, professor of psychology and education.

fully satisfactory, and with the development of the program and activities of the Cooperative Program in Educational Administration, it became apparent that one reason why the answers were not satisfactory was that no one had as yet adequately defined the position of the administrator in the social fabric which was his arena of activity. This awareness led the Pacific Southwest CPEA, along with other regional centers, to the development of projects which involved the participation of many social scientists who could employ the methods and concepts of their particular disciplines to the development of deeper insights and the setting of more meaningful directions. The dearth of sufficient data upon which to generalize led, inevitably, to an emphasis upon research.

Two directions seemed possible. First, some centers approached the problem by constituting interdisciplinary teams which made a concerted attack upon various problems by group involvement cutting across the individualized boundaries of the various social science disciplines. Second, other centers involved the disciplines on an individual basis, feeling that the educator himself should make the analyses of the data which the social scientists presented.

Took individual approach

It was along this second route that the interdisciplinary activities at Stanford were developed. Various departments of the division of social sciences were asked to formulate research proposals as their direct responsibilities in the developing program. The guidance and support of the individual projects became the cooperative responsibility of the representatives of the individual departments and of the CPEA staff. Space will permit only a few illustrations of the projects which were developed.

Representatives of the Department of Political Science undertook a study of the relationships of schools and other aspects of local government in order to examine the significance of different relationships between schools and these governmental units in order to define the community functions of the superintendency, determine the manner in which various pressure groups influence

educational policy, analyze the extent to which citizens endeavor to establish educational goals for their children, and interpret in the light of these data the types of programs the schools can realistically provide for children.

The research in this area is continuing, but preliminary findings indicate that the maze of intergovernmental units on the local level constitutes a major obstacle to effective citizen participation. It has tentatively been concluded that the integration of all governmental units on the local level might result both in greater citizen participation and in more effective governmental operations. Those who have been involved in this study believe that the school administrator needs a broader training than he now receives in order that he might more intelligently and effectively deal with general governmental problems which involve the program, financing, and general operations of the schools.

Administrative chores grow with district

Representatives of the Department of Sociology became engaged in a study of the degree to which the size of the educational organization influenced the proportion of the personnel of the organization whose efforts were devoted to administrative functions. It was felt that the size of a school district undoubtedly influences the character of the activities in which the personnel of the district engage. It was hypothesized, as the basis for the research, that "the relationship between the size of an administrative component and the total size of its containing organization is such that the larger the size of the containing organization the greater will be the proportion given over to its administrative component."¹

A stratified sampling of school districts in California was undertaken. Data were analyzed for school districts classified as small, medium and large; it was determined for all types of school districts that the proportion of personnel whose functions were administrative rose with the size of the district. Research is continuing in

¹Frederic W. Tezlien and Donald L. Mills, "The Effect of Changing Size Upon the Internal Structure of Organizations," *The American Sociological Review*, January, 1953.

order to determine the qualitative nature of the differences involved.

A third illustration of the research that has been undertaken is found in projects developed through the Institute of Journalistic Studies. One project endeavored to discover the attitudes of superintendents of schools toward newspaper treatment of education, the perceptions of these superintendents of the channels they may use in communicating with the public, and the degree to which the news items which the superintendents feel are newsworthy meet the criteria of newspaper editors.

Sample views of educators, editors

The study was undertaken through questionnaires sent to administrators and newspaper editors in California. It was discovered that the average California school superintendent believes that education news coverage is fair, but that desirable stories about schools are crowded out in favor of more sensational items. They also believe that news coverage of educational events is restricted by the reporter's lack of understanding of school problems. Approximately 90 percent of the superintendents stated that editorial comments in their local newspaper were generally favorably disposed toward the public schools.

It was concluded from this study that more important than newspaper coverage in keeping the public adequately informed is personal contacts of school people with citizens of the community. Superintendents rate news reports carried home by school children as equally important as newspaper stories, while radio reports and

student publications are rated as the media in which the public has the least confidence.²

A second study of the institute is in process of tabulation. It involves the measurement of the attitudes of the public in a California school district during the campaign of a school bond election. Five hundred persons were interviewed, and the data thus secured were analyzed on three scales which were designed to tap successively deeper attitudinal layers—attitudes toward school financial problems, general attitudes toward the schools, and covert attitudes toward public schools and education.

Space does not permit the description or analysis of all of the projects undertaken at the center. These activities have had two noticeable effects.

First, educators have been helped in seeing the broader implications for society of some of their own activities as well as of some of the relationships within the community which arise out of the operations of the public schools.

Second, social scientists have become aware not only of important educational problems but also of the field of education as a laboratory in which to analyze social phenomena.

The extension of these activities and the development of more penetrating research projects should result in the attainment of deeper insights which will have significance not only for education but for all social relations.

²Roy E. Carter, "The Press and Public School Superintendents in California," *Journalism Quarterly*, Spring, 1954.

the pacific northwest cpea—3

school planning laboratory

- displays of building materials & equipment
- coordinated classroom
- library of school planning materials

ONE OF THE CHIEF concerns of all CPEA centers has been the analysis and improvement of the methods and content of in-service as well as pre-service programs of training for school administrators and school board members. In this regard, one of the major resources of the Stanford program is the School Planning Laboratory. This combines the current concern of those responsible for developing exacting school programs with availability

of useful resources at a University, so that the field now looks directly to the training center and its resident staff for practical assistance.

Displays with a purpose

School planning activities are centered in the Laboratory which occupies approximately 6,000 square feet of School of Education space. Physically, the Laboratory consists of functional displays of a wide variety of modern building materials, furniture and equipment. The fundamental importance of the Laboratory is the use to which it is put, since displays, without structure and program, are relatively meaningless, however inter-

by JAMES D. MacCONNELL, associate professor of education and Laboratory director, Stanford University.

esting. The Laboratory was conceived and instituted as a means of aiding schools to obtain optimum physical facilities.

The stair-well, leading to the Laboratory, is partially treated with a new type of suspended acoustical tile, installed so that visitors can see its effect. Reverberations are marked in the untreated section, and well-controlled under the tile.

Exterior materials shown "outdoors"

Immediately off the entry is the exterior materials section, in which various roofing sections and exterior wall treatments are installed. A planting area, in which specimens are changed periodically, strengthens the "outdoor" impression.

The approach corridor to the Coordinated Classroom has one wall treated with light-directional glass block, with cutaway sections so that installation methods are apparent. Primary light source for this corridor is a battery of "exterior" lights which simulate natural daylighting.

The Coordinated Classroom contains various materials and inserts for conducting lighting, heating and ventilating demonstrations. The room is furnished with various modern tables and chairs, and is carefully decorated and treated to provide an optimum learning environment. It is used as a seminar area.

The conference area leads off the foyer-exterior materials section, and contains different types of modern conference tables and chairs, and is actively used for various small conferences. Lighting is with one type of luminous ceiling, of which there are some eight or ten different types throughout the laboratory.

Part of the same general space as the conference area is taken up with the library and secretarial area. The school planning library consists of a wide selection of printed materials related to the field, plus a card file containing summaries of some 5,000 different articles on school planning and materials.

The work area leads into the board room, most recently completed of the Laboratory spaces. This room, with its luminous ceiling, plastic tile floor and generous storage, is headquarters for the School Planning Laboratory field service activity.

A complete science facility is presently going into a space adjacent to the work area and the board room, and will contain new and functional science furniture and equipment.

Demonstrate light and color

The fundamentals laboratory contains many different kinds of school furniture. The ceiling consists of ten different kinds of acoustical tile, the floor of six kinds of floor covering, and the walls of twelve kinds of covering. A light and color demonstration unit will be installed in one end of the space. It is used as a classroom, and for showing films and slides on school planning.

A study room, containing study cubicles, a materials



Administrative trainee demonstrates unit ventilator model.



Classroom in lab displays furniture, equipment, wall tiles.

file and a conference space, is adjacent to the fundamentals laboratory, and is used primarily as a graduate student study area. Each of the cubicles is treated with different wall, floor, and ceiling coverings, and the lighting is different in each. The main part of the room is treated with different floor, wall, ceiling and lighting installations. Drawing tables, relatively self-contained and developed through cooperation between Laboratory personnel and a manufacturer, are on display in this room, as is a wall-type cafeteria table.

Can compare performances

Throughout the Laboratory, real installations are the rule, so that it is possible to see the performance of various materials and to use the furniture and equipment. This same rule applies in the shop area in which various pieces of equipment have been installed; these are used by Lab personnel and demonstrated to visitors.

Nearly all of the installations and equipment have been put in at the expense of various manufacturers, who constantly replace obsolete materials with their newest product. Laboratory policy, however, is such that there is no commercialism with any of the materials. They are there so that interested people—board members, archi-

pects, lay visitors, administration students and school plant specialists—can see, use and evaluate these materials. The Laboratory makes no brand-versus-brand evaluation, although some of the research projects have to do with the solution of certain school facilities problems.

The Laboratory is widely used in the professional training program, not only for administrators and planning specialists but also for teachers. Teacher trainees visit the Laboratory, where they are introduced to certain aspects of heat, light, ventilation, furniture and equipment. Some of the teacher groups make extensive use of the Laboratory shop in certain of their courses requiring tools. Architectural students make periodic visits to the Laboratory, thereby becoming acquainted with some of the materials and equipment used in school construction.

Learn techniques of planning

Administrative trainees are required to take one course in school planning in which they extend far beyond familiarity with materials to consideration of the techniques of cooperative educational planning. Theory and lecture aspects of school planning courses are augmented by actual field experience on a current survey; the trainee thus receives direct experiences in population projection techniques, site selection, financing, and educational specifications. Specialists in school planning are exposed to all phases of educational planning, including both theoretical and field work.

Basic to all educational planning is the educational

program. Everything that is learned is aimed toward improving and helping the educational program in the schools. Specialists in school planning as here conceived are concerned with material things only as these materials serve the educational program.

The Laboratory also contributes to the training program by sponsoring research in which various physical materials are investigated as to educational use, value and application. Results of such research are published either in the various Laboratory publications or in the monographs in the recently inaugurated Stanford Educational Administrative Series.

800 visitors a year

During the course of a school year as many as 800 school board members and architects will visit the Laboratory to see the various materials which have been installed, and to talk over their own problems with Laboratory personnel. Teacher groups, especially from districts engaged in a building program, are frequent visitors; some districts have arranged to have all their teachers take conducted tours through the Laboratory.

During each summer session, a School Planning Conference is sponsored by the Laboratory. Attendance at such conferences exceeds 200 architects, superintendents, board members, and graduate students in school administration. During the year various conferences are also held, the last of which was the Illumination Engineering Society Conference in April, attended by more than 150 engineers, architects and superintendents who considered the use of luminous ceilings in schoolhouse construction.



James D. MacConnell (left) talks over school planning problems with two staff members. The Laboratory was designed to help schools obtain optimum physical facilities.

internship program in administration

- experience with fundamental problems
- contracts with school districts
- work with successful administrators

THE TOTAL APPROACH to educational administration is many-faceted. It involves such things as early and adequate selection and recruitment, preprofessional preparation, course content and sequence, and general areas of competency including those from interdisciplinary contributions. It further implies a continuous growth and development after the period of formal training.

One of the most important aspects of this total administrative training is in the intermediate stage of employment, after initial administrative positions and prior to top administrative positions. At this stage, potential top administrators are selected and trained for greater administrative responsibility through further developing the qualities of leadership; providing additional technical skills in such areas as personnel, instruction, guidance, business administration, plant facilities, elementary, secondary, and general administration; and presenting an overview of educational administration and education generally.

Have experience as principal

The Internship Program that has been developed at Stanford University through the CPEA makes a major contribution to this important intermediate stage of development. Although the internship can be applied at any stage of teacher or administrator development for the next step ahead—and some programs do use the internship as a preparation for initial administration—the Stanford Program uses it in preparation for general administration, after-principalship experiences. Typically, pre-intern trainees have had intensive training and some experience in elementary, secondary, or guidance administration. The intern phase, as here conceived, aims for the development of the broader central office administration competencies.

This training is aimed to provide practical experiences in operational administrative procedures. Activities are built around bonafide school problems which are funda-

mental rather than superficial. Resource people, with varying specializations, are available for consultation as well as for scheduled presentations.

Screen prospective internes

Beginning administrators who have had adequate training and experience and who appear to have the potential to become top-flight administrators are carefully selected for participation in the Internship Program. It is believed that careful selection and screening is one of the most important aspects of upgrading the profession.

Before a candidate is considered for an internship, it is necessary that he have a valid California School Administrative Credential, preferably the general administrative credential. He must have had a minimum of two years of successful administrative experience and he must provide a history of successful instructional and community leadership. It is presumed that he will have an M.A. degree, or equivalent. These trainees must be sponsored by their home districts; it is expected that this sponsorship will increasingly take the form of a developmental leave whereby the home district subsidizes the trainee for a year's advanced training.

Two-year program leads to degree

During the second consecutive year, the most promising of the trainees will be selected for internships. The total two-year program will provide additional administrative competencies in several areas, including elementary administration, secondary administration, guidance administration and general administration. Upon completion of the two-year program, interns would normally expect to receive Ed.D., Ph.D., or Ed.S. degrees, and would obtain positions as superintendents, assistant superintendents, business managers, or specialists in planning, personnel, research, guidance or curriculum. Some of the interns would have the superintendency as their ultimate objective, while others of them would be more concerned with top administrative positions in their specialties.

The heart of the internship program is a direct con-

by JON S. PETERS, coordinator of the Internship Program, Stanford University.



Three Stanford interns study school planning exhibit. During their period of internship they will be involved in practical administrative tasks, from discovering problem and collecting data to making and effecting policies.

tractual relationship between the intern and the school district, in which the intern is expected to put in approximately half time with the contracting district, and the remainder of his time writing his dissertation. Although the institution screens and recommends, the actual and legal contract is between the intern and the district, and any alteration of such contract has to be worked out between the two.

Devotes year to district and dissertation

It is presumed that by the time a trainee receives an internship appointment he will have completed most of the required course work and be relatively free to devote his time to the school district and to his dissertation. In some cases, the dissertation will evolve from his experiences in the school district, but only if it is mutually agreeable. The internship is not primarily conceived as a source of dissertation materials but rather as a learning situation for the intern.

The internship program must be mutually advantageous to both the intern and the school district involved. The intern must receive valuable training and the district must receive value in full for its expenditure, although it will also receive collateral advantage in making a significant contribution to the upgrading of educational administration generally. Likewise, because of University involvement and sponsorship, it is essential that the program do what it is intended to do: provide meaningful and practical experiences for the administrative trainees.

The intern must be willing to accept the conditions of employment as laid down in the contract, and must abide by them. For example, he cannot accept employment for another position without first being released by the contracting district. The institution has a responsibility to guard against any exploitation of interns.

Generally, interns will work in the central office, directly under the superintendent or one of his top assistants, thereby gaining rich experiences which will aid in rounding out the trainee's total administrative training. Activities and experiences are built around genuine school problems. The whole concept of the administrative

training program is to make wide use of the rich resources in sound educational administrative practice as is increasingly found in the field.

It is expected that interns will be involved in certain administrative problems throughout the entire period of service, from the discovery of the problem and the collection of data, through the making of policy and the putting into effect of the particular finding.

Interns will work only with effective administrators who have an awareness of their social responsibilities; these must be men of personal integrity and fundamental character who can instill something of the basic worth of their work into the trainees. Selection of good trainees and good administrators is the key of the whole internship program. However, careful selection alone is not enough; there must be a careful matching of interns' competencies and needs with the various district situations so that the entire program can work to the advantage of all concerned.

Includes broadening activities

Although the field work phase of the internship is of paramount importance, it is necessary that there be other concomitant activities. Thus far, these other activities have taken the form of a seminar class which provides continuity, breadth and evaluation.

A key part of the seminar activities consists of presentations by certain carefully selected field administrators who are willing to devote blocks of their time to furthering educational administration. The presentations are not bookish, but rather are vitally dynamic, and they are invariably followed by vigorous discussion on the part of the interns and the staff. As in the case of field experiences, the problems considered by the seminar have to do with broad and generally applicable principles instead of local trivia.

Field administrators, in their substantial contribution to this phase of the administrative training program, have their counterparts in the field of medicine where practicing M.D.'s donate blocks of time to the instructional program. It is hoped that this activity will increase in the future.

project in administrator selection

- participating school systems
- testing program for candidates
- report-back conferences with staffs

THE EARLY DISCOVERY of promising trainees for school administration from among teachers concerns all school systems and administrator-training institutions as well as the prospective administrators themselves. Some teachers should be urged to consider training for administration and others should be discouraged. But which are which is a problem that needs careful study.

This matter represents one of the chief concerns of the Pacific Southwest CPEA center. Much time has been devoted to its study, and some promising beginnings have been made at least in the clearer definition of some ramifications of the problems.

In the beginning, several project-center school systems were selected for long-term cooperation in the selection and induction of school administrators. These included: Alameda, San Jose, Phoenix Elementary, Phoenix High School and College, Tucson, Fresno and Sacramento, and the California counties of Santa Clara, San Luis Obispo and El Dorado.

A careful study was undertaken of selected candidates for administrative positions in these school systems which will be continued over a span of years. But more recently the attempt has been made to adapt the techniques and knowledge developed in these centers to the problem of selecting school administrators in other systems that wish to extend their present selection procedures to include some outside evaluation assistance.

Provides service for local areas

The large-scale group testing of candidates for administrative positions in school districts was originally planned as a fairly rigorous research project. In actual practice it was found to be very difficult to maintain desirable research standards, since participating school districts were much too eager to obtain the test data and to make immediate use of it in the selection of administrators. Although certain research data have been obtained and much has been learned, the project increasingly is a

service activity. As such it appears to have great promise as a method for improving the local machinery of selecting school administrators.

The basic pattern of study so far evolved includes the administering of a test battery to the candidates and, then, a careful report-back conference with the local administration staff after careful analysis of the test and other data available about the candidates.

Test battery to be modified

The battery of tests at present requires approximately eight hours of testing time. The tests were selected on a priori grounds as offering some reasonable possibilities of usefulness. They include a difficult test of abstract verbal "intelligence," a test of general information on current affairs, two attitude tests, two tests of values and interests, two "personality" tests of the projective type. There is also a fairly long personal questionnaire which contains some open-ended questions. A rating of ability at written expression is made from various materials in the test battery. There has been some experimentation with tests of administrative information, judgment and decision-making. Further tests in these areas are being developed.

The battery of tests represents a tentative and temporary selection. No special claims are being made for these particular tests; they appeared to be logical possibilities and worth trying. The test battery will be changed or modified as statistical evidence on reliability and validity is obtained and as local school districts are able to formulate more exactly what they desire in a candidate for an administrative position.

Test data not the whole truth

A number of urban school districts are cooperating with the Stanford staff in this project. The staff avoids either selecting candidates or dominating local selection policies. Furthermore, there is an attempt to minimize the importance of the test data. The local school district and the candidates are told that we do not have the answers to many questions about the selection and the competence of administrators, that we are learning and experimenting, and that we do not wish the test results to be

by MERLE H. ELLIOTT, director of research for the Oakland Public Schools and research assistant, Pacific Southwest CPEA.

given undue weight. Several of the school districts have officially announced that taking the "Stanford tests" is neither a necessary step nor the only route to appointment as a school administrator.

It is evident that much of the value of this project lies in the method of reporting back to the school district. The present method involves a discussion and a sharing of information. Members of the Stanford staff, representing educational psychology, clinical psychology and educational administration, meet with a small group of the local administrative staff. Each one endeavors to supply as much information as possible. It is recognized and clearly stated that there are many types of information that cannot be obtained from pencil and paper tests. Such information must come from local sources. The emphasis in these reporting sessions is upon trying to verify, weigh and correlate various kinds of information.

Experience in these reporting sessions has had an effect on the project staff as well as upon the school districts. The Stanford staff has had to face the limitations of their tests, to try to understand what their tests are really measuring and to translate test scores into more meaningful reports. Discrepancies between test scores or between a test score and reported behavior of a candidate frequently require explanation and raise questions for further study.

Districts now more selective

At the end of the second year of this project, several developments are taking place in the participating school districts. There is, first of all, a recognition of the need for more kinds of information and more systematic collection of information. Questions about candidates are raised in the reporting sessions which cannot be answered without further facts. Some school districts have decided that they do not know their candidates very well!

There is also a tendency for the school district to ask more penetrating questions about the kind of persons it wants for administrative positions. At first this question is raised in relation to the test results: level of intelligence, kinds of attitudes, extent of general information

and so forth. It is expected that these specific questions will gradually lead to real studies of the qualities and competencies desired in the school administrator and to the establishment of more systematic personnel procedures.

It is not possible to prove that better appointments are now being made as a result of this Stanford project. It is certain, however, that more thought and time are being given to a careful weighing of the various candidates and their qualities and qualifications. There is an increasing awareness by local school staffs and board members of the need for varied kinds of information and recognition of the present lack of some kinds of information. By the second year the local people tend to know more about their candidates and to ask more searching questions.

Reveals hidden potential

Even though the ultimate evaluation of the project lies in the future, there have been some sources of immediate satisfaction for the Stanford staff. It has sometimes been possible to point out apparently strong candidates who have been overlooked by the local staff. Frequently, in the process of weighing information and raising questions about candidates, there have been occasions to suggest measures for the guidance of some candidates, for giving some a different assignment or wider experience, and for placing others in a position of more responsibility.

Finally, it should be said that this project owes much of its value to the fact that it is a part of a larger and carefully coordinated program. It is related to experimentation and studies being conducted in the training of school administrators, in the selection of candidates for advanced degrees in education, and in in-service training. Furthermore, the members of the Stanford staff have various other relationships with the cooperating school districts, serving as consultants in curriculum development, evaluation, administration, and as instructors of some of their teachers, supervisors and administrators.

Thus, the factors studied in relationship to the selection pattern flows out of and back into all other aspects of the current school program.



A panel of experts presides at conference sponsored by the School Planning Lab. Held each summer, these conferences are attended by several hundred architects, superintendents, board members and graduate students.

research activities

- criteria of administrative effectiveness
- analysis of research needs
- techniques for administrator evaluation

IN VIEW OF THE WIDE range of administrative problems covered by research activities at Stanford, this summary is limited to those systematic, formal studies conducted under the aegis or stimulation of the CPEA center. Most of these fall into three pre-defined categories.

One group of studies constitutes what we consider to be one of the necessary first steps in clarifying the criterion problem in administrator selection and evaluation. These studies, specifically, seek the range of identifiable and relatively homogeneous concepts of administrator effectiveness. They do not purport to be searches for *the criterion* of administrative success. Rather, it is held that the identification and analysis of present notions of what constitutes success are essential for effective functioning under any criterion and for clarification of factors involved in the generation of any criterion.

The administrative roles thus far considered in Stanford studies are the elementary principal in his supervisory role, elementary school supervisors, urban elementary school principals, principals, large-city superintendents and rural superintendents. The initial studies in this category direct considerable attention to questions regarding the validity and usability of the critical incident technique itself; the more recent studies have incorporated the subsequent modifications of procedures and developments in statistical treatment of the information derived from this technique.

Need research material they can use

Another category of research is the identification and analysis of research needs in educational administration. Because administrators perennially lament the lack of usable research bearing upon their present problems, some studies have been planned (two are completed) that seek to identify the difficulties involved. One of these studies, already published, sought the research priorities in educational administration as perceived by large city superintendents in all 48 states. Another, completed but not yet published, identified the perceived research priorities of professors of school administration and com-

pared the results with the priorities implied by the distribution of doctoral dissertations.

The third group of studies relates to the identification of techniques for administration selection, evaluation and success-prediction as discussed in the preceding article. These researches, all in process, cover a wide range. One inquires into the reliability of several standardized tests used in administrator selection. Although reported reliabilities for these tests meet the commonly accepted criteria, they have not been determined for the population of candidates for administrative positions. Since test reliability is partially a function of the nature of the examinees, the nine tests involved are being examined on the basis of their administration to 300 candidates for administrative positions in western, urban school systems. The results (total and sub scores) are being analyzed also for the purpose of determining their independence and intercorrelation.

Identification, evaluation techniques

Other efforts are directed toward the construction of techniques for identifying and evaluating written and oral expression, community activities and leadership, supervisors' assessments, assessment of fellow teachers, philosophical orientation, situational behavior, and professional growth.

Finally, some research is now being designed to examine the ability of all of these standardized tests, and the data-gathering procedures referred to, to make usable discriminations of degrees of administrative success at the level of principalship. Although plans are not yet complete, it is expected that central office and supervisory staffs in a large number of California school systems will provide evaluations of their principals against various sets of differing criteria. These principals will be subjected to the test battery being developed, and the kinds of information discussed earlier will be gathered for them. Partial, multiple, and zero-order correlations will be run between ratings on each of the success criteria, in turn, and the psychometric information.

These and other research activities recently completed or underway at Stanford are directly related to the basic concerns of the CPEA activities. Their major purpose is to illumine on-going administrative processes and programs.

by ARTHUR P. COLADARCI, associate professor of education and psychology, Stanford University.

McClure to Retire as AASA Executive Sec'y

WASHINGTON—Worth McClure will retire as executive secretary of AASA on July 1, 1956, after a decade of service in that position, it was announced recently.

During his tenure, the professional organization for school administrators has grown from around 6,000 members in 1946 to the present figure of 10,000, an accomplishment due in large part to the efforts of Dr. McClure and his staff.

Dr. McClure has a record of three and one-half decades of activity in professional work for national educational associations and departments, beginning with his service as president of NEA's Department of Elementary School Principals in 1922 and 1923.

President in '43-'44

He was president of AASA in 1943-44, and has served as executive secretary since July, 1946.

He has also been associated with the Educational Policies Commission, American Educational Research Association, Kappa Delta Pi and Phi Delta Kappa.

After his retirement, Dr. McClure plans to continue active in helping with problems confronting school administrators.

His successor as executive secre-



McClure: retires
July 1, 1956

tary will be selected by the AASA Executive Committee.

Born in Indianola, Iowa, in 1886, Dr. McClure received his A.B. Degree from Simpson College, and his

Rural School Leadership and Services Is Theme of Conference October 9-12

SAN DIEGO, Calif.—The role of the county or intermediate office in providing "Leadership and Services for Today's Schools" will be explored by administrators meeting here October 9 through 12 for the tenth national conference of County and Rural Area Superintendents.

The questions and concerns of the nation's county school superintendents will be voiced by President Ernest W. Barker, superintendent, Pottawattamie County, Council Bluffs, Iowa, in his keynote address on Monday morning, October 10, according to Lois M. Clark, administrative adviser, County and Rural Area Superintendents and assistant director of rural service, NEA.

Miss Clark reports that the Conference will draw extensively from Cali-



Trillingham



Melbo



Dawson



Barker

fornia's experiences with a county services program.

C. C. Trillingham of Los Angeles County and Ernest Melbo of the University of Southern California will report findings of a special California committee concerning the respective roles of the state, the interme-

diate unit and the local district in education.

Leadership teams representing many California counties will show how the county superintendent's office and central staff work with local schools in providing leadership and services in curriculum and course of study development, inservice teacher education, instructional improvement in small schools, school board advisory services, financial services to local districts, services for exceptional children, and various other services, according to Miss Clark.

Clinic groups on how to begin a

A.M. from the University of Washington.

He has E.D.D. degrees from both Simpson College and Columbia University.

Dr. McClure began his educational career as teacher and public school principal in the state of Washington from 1909 to 1915.

He then began a 29-year career in Seattle, Wash., progressing from principal and assistant to the superintendent, to assistant superintendent

and finally superintendent of schools in 1930.

He was chief school official in Seattle until 1944, when he became superintendent in University City, Mo., a position he held until 1946.

Dr. McClure has taught education at New York State Teachers College at Buffalo, University of Washington, University of Chicago, Stanford University, Teachers College at Columbia University and Washington University.

county services program; effective organization and structure and needed legislation for the intermediate unit; and moving from a program of direct service to one of consultation and coordination, will also be directed by California leaders.

Other leaders from states throughout the nation will assist in the sec-



Hardesty



Whinnery

tional meetings and clinic groups, which are scheduled for Monday afternoon and Tuesday morning, October 10 and 11.

Other features of the conference include an informal reception and the vesper service on Sunday, October 9; a dinner meeting on Monday evening, October 10, addressed by Arthur F. Corey, executive secretary, California Teachers Association; educational visits and a recreational evening on Tuesday; and the traditional All-States Luncheon on Wednesday, October 12.

Preceding the All-States Luncheon, the final general session will be addressed by John C. Whinnery, superintendent of schools, Montebello City, Calif., speaking on "Charting Education in an Atomic Age."

Howard A. Dawson, executive secretary of the organization, will summarize the conference and discuss implications for the future.

Summary by Dawson

General plans for the conference were developed under the leadership of Ernest Barker, division president, and Cecil Hardesty, first vice-president, with the active assistance of the California Association of County School Superintendents.

The Conference is part of the broad program of services of the NEA Department of Rural Education of which Clifton Huff of Emporia, Kansas, is president.

The 1956 Conference will be held in Atlanta, Georgia.

Schoolhouse Quartet



Lewis A. Wilson, who retired last month as New York State Commissioner of Education, joined three of his staff members in happy harmonizing during a picnic held recently in his honor. Over 700 Education Department employees gave Dr. Wilson a 1955 Oldsmobile. Left to right: Frederick J. Moffitt, associate commissioner for elementary and secondary education; Dr. Wilson; Hazel Abrams and Alvin Turner, department staff members.

Topics Affecting School Business Heads On Agenda of ASBO Chicago Convention

CHICAGO—Final plans have been completed for the 41st annual convention of the Association of School Business Officials of the United States and Canada, October 16-20, at the Sherman Hotel, reports Charles W. Foster, publicity chairman.

Chief speakers at the meeting will be A. D. Holt, vice president, University of Tennessee, and former NEA president, and Walter Johnson, chairman, Department of History, University of Chicago.

Other speakers scheduled for the convention are Paul Misner, president-elect, AASA; Benjamin Willis, general superintendent of schools, Chicago and Richard J. Daley, mayor of Chicago.

Mayor Daley, Dr. Willis and Dr. Johnson will address the convention Monday morning, October 17, while Dr. Holt will speak at the banquet Wednesday evening, October 19. Dr. Misner's talk is scheduled for Wednesday morning.

Monday afternoon will be devoted to sectional meetings in the fields of accounting and finance and schoolhouse planning and construction.

Tuesday plans include reports, research and tours. That evening, discussion groups will meet on subjects



Holt



Johnson

of interest to educational business managers.

Dr. Misner will talk Wednesday morning. Sectional meetings will occupy the afternoon.

The final session will be held Thursday morning. Schuyler C. Joyner, deputy business manager, Los Angeles City Schools, will receive the past president's award from Sam S. Dickey, assistant superintendent of schools, Lakewood, Ohio.

Research in School Administration Spurred At NCPEA Work Conference

STORRS, Conn.—The ninth annual session of the National Conference of Professors of Educational Administration was held as scheduled in late August at the University of Connecticut, despite catastrophic floods which made travel very difficult.

Under the guidance of Harold E. Moore, University of Denver, chairman of the planning committee, the educators met to discuss latest research findings and up-to-the-minute views on modern school leadership.

Approximately 100 professors representing more than 30 states and 60 universities, together with 35 consultants and representatives from allied associations took part.

Small work groups

Concentrating in small work-groups, the educators studied intensively significant research findings and project reports on such topics as community analysis and the role of the school administrator in community improvement, organizational structure in educational administration, communication and decision making, personnel, school law, improving preparation and in-service programs, internships and field experience.

Additional research on these and other topics was outlined for continued studies throughout the year.

The new research reports will form the basis for the tenth anniversary of NCPEA, scheduled at the University of Arkansas in August, 1956, with Walter A. Anderson, New York University, as chairman of the planning committee.

Newly elected to planning committee posts are Howard Bretsch, University of California at Berkeley; Warren Gauerke, Emory University, and Jack Childress of Northwestern University.

The challenge to administrators on the international, national and local levels drew the spotlight at general sessions at the Storrs meeting.

The first phase was outlined by Oliver J. Caldwell, assistant commissioner for international education, U. S. Office of Education.

Narrow vast gaps

He described the vital need to narrow the vast technological and social gaps between countries.

Dr. Finis E. Engleman, Connecticut State Commissioner of Education

and vice chairman of the President's committee for the White House Conference on Education, outlined plans for the 2,000 delegates who will meet in Washington November 29-December 1 to discuss the six major problems on the conference agenda.

The University of Buffalo's chancellor, C. C. Furnas, called for greater emphasis on "substance" rather than "form" in the training of school executives.

Good administrators, he emphasized, might take a tip from successful scientist-administrators who are "specialists in something."

Panel on CPEA

A special feature of the seven-day work conference was a panel discussion on "Major Outcomes of the CPEA and their Dissemination."

Panel chairman F. E. Henzlik, dean, School of Education, University of Nebraska, presented speakers John K. Norton, Teachers College, Columbia University; T. James Ahern, superintendent of schools, Mamaroneck, N. Y. and Hollis Moore, Jr., Executive Secretary, of the Committee for the Advancement of School Administration, a newly established arm of AASA.

The panelists, together with a staff of consultants who were directors of various CPEA centers, reported expanding cooperation between professors and school administrators in solving field problems.

Growth in teamwork

They also emphasized the gratifying increase in interdisciplinary teamwork in the preparation of school leaders.

A conference highlight was the announcement of a Kellogg Foundation grant of \$10,000 to NCPEA. The grant will enable NCPEA to carry out plans, developed over the past two years, to produce a book, *Administrative Behavior for Education*.

Co-editors R. S. Campbell, Ohio State University and R. T. Gregg, University of Wisconsin, expect the book to be published early in 1957.

The closing session was highlighted by a group evaluation of NCPEA, led by Walter D. Cocking, editor, *THE SCHOOL EXECUTIVE*.

Never too busy for education



Educators hope American Education Week, November 6-12, will inspire more citizens to follow this mother into active service in the cause of better schools. Theme of the Week this year is "Schools—Your Investment in America."

Hunt Gets HEW Post



Washington—Herold C. Hunt has been appointed Undersecretary of Health, Education, and Welfare, Department Secretary Marion B. Folsom announced recently.

Dr. Hunt, currently Eliot Professor of Education at Harvard, has served as superintendent of schools in Kansas City, Mo. and Chicago. He is a former AASA president.

Engleman Heads Details Of Planning for WHC

WASHINGTON—As the White House Conference on Education grows closer, a special subcommittee of the President's Committee for the meeting is working on last-minute physical details made necessary by a meeting of 2,000 persons from 53 states and territories.

Finis Engleman, vice-chairman of the President's committee and Connecticut Commissioner of Education, is chairman of the subcommittee.

Travel costs paid

The 84th Congress recently appropriated funds to provide transportation costs for the 1,400 delegates coming to Washington, November 28-December 1, for the conference.

They will be allocated to states and territories on the basis of the number of participants from each.

Each state and territory will be represented by at least ten participants with additional delegates selected on the basis of population.

Francis Parkman, headmaster, St. Marks School, Brookline, Mass., and executive secretary, National Council of Independent Schools, has been appointed consultant in non-public education, according to Clint Pace, con-

ference director.

Dr. Parkman will work with each of the subcommittees studying the six topics on the WHC agenda.

Defense Group Studies Bills Case in Kansas City

WASHINGTON—The Defense Commission of the National Education Association is investigating "conditions leading to the failure of the Board of Education to renew the con-

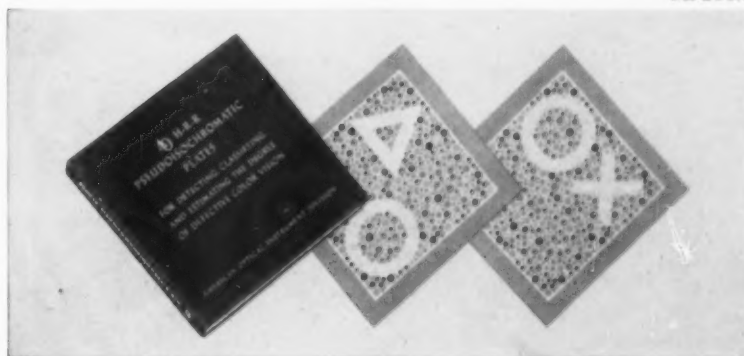
tract of Mark W. Bills, superintendent of Kansas City (Mo.) schools."

A committee of five members conducted an inquiry in Kansas City recently. A report will follow.

Requests for the investigation were made by the Association of Community Councils of Kansas City and Kansas City Cooperative Council of Teachers.

The investigation was approved by the executive board of the Missouri State Teachers Association.

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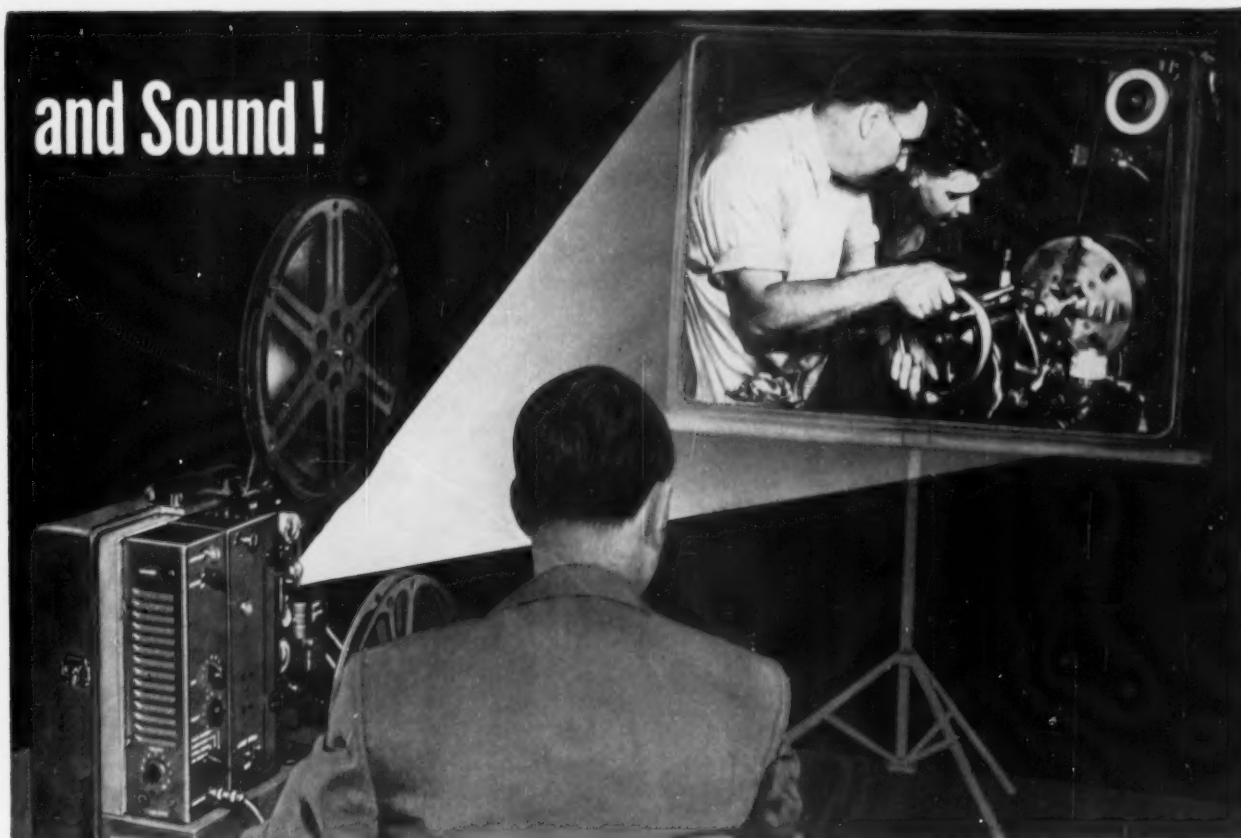
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New Law Provides for Ready Military Reserve

WASHINGTON—A long-disputed plan for a military reserve has been adopted by Congress.

The measure increases the present reserve of 800,000 men to 2,900,000.

A principal purpose of the plan is to compensate for cuts already made for economical reasons in the Army, Navy, Marine Corp, Air Force and Coast Guard.

Its supporters offer it as a substitute for what they claim as its alternative, a "professional military."

The "ready reserve" will be composed largely of young men who have not seen service. It would require the enlistment of youths 17-18½ years old.

Youths of this age may choose three to six months of active service

with regular military units, followed by seven and one-half to seven and three-quarters years obligation to periodic training in the ready reserve.

The youths could sign up at any time and be deferred, until they had graduated from high school or attained the age of 20.

This option was included in the legislation to enable those who wished to do so to finish their high school education before entering military service.

Servicemen with previous experience will be accepted up to a specified number into the ready reserve for the purpose of training the rookies.

Enlistment of men with prior service would be entirely voluntary, but it would reduce their obligation to the total period of reserve service and provide opportunities for earning promotions and retirement privileges as well.

International Study of Teaching Status Shows Improvement, World Meeting Told

ISTANBUL, Turkey—Teachers from 40 nations throughout the world met here recently to discuss how to raise the status of the teaching profession.

Over three million teachers were represented by these delegates at the conference of the World Confederation of Organizations of the Teaching Profession.

A world-wide study made by the confederation showed improvement in the status of teachers over five or ten years ago.

Most countries reported better economic conditions, with salaries raised considerably.

Compared with other professions, however, the teachers pointed out that their increases were insufficient.

Emphasized was the need for improved economic situations for teachers to attract superior men and women.

Aside from salaries, the teacher's condition has improved in the social and political fields, the report went on.

More responsibility for the standards of their profession, and a feeling of power and prestige has resulted.

As in this case, similarities were

indicated everywhere among the nations represented in increased school populations, in the shortage of teachers, the lack of adequate school buildings, the need for improvement of teacher training and other aspects of the current scene.

"Optimism was expressed by most delegates," reports Benjamin Fine, education editor, *The New York Times*.

"Public awareness of the importance of education was cited as a most important step toward elevating the entire profession," Mr. Fine writes.

The delegates also felt that meetings like this, bringing together representatives of major world school groups, were also cause for hope.

The National Education Association was represented by 35 delegates

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at the meeting.

J. Lester Buford, superintendent of schools, Mt. Vernon, Ill., NEA president, headed the delegation which included Past-President Waurine Walker, and Executive Secretary William G. Carr.

El Paso Board Votes End To School Segregation

A recent issue of the *Edpress News Letter* listed these reactions and developments as "typical" regarding the Supreme Court's decision requiring federal district courts to require "a prompt and reasonable start" toward ending racial segregation in the public schools.

• The National Association for the Advancement of Colored People, at its annual convention in Atlantic City, announced that it would "insist that desegregation be completed by not later than the school term begin-

ning September, 1956."

• By a vote of 6 to 1, the school board in El Paso, Texas, voted abolition of segregation in the city's public schools, becoming the first major Texas city to adopt such a policy.

• The school board of Chattanooga, Tenn., announced plans to drop segregated schools, but integration will not start at least until next year.

• The State of Maryland dropped its policy of segregated teachers colleges, effective this fall.

• In Raleigh, N. C., a federal judge ruled that designating new school construction as either "white" or "Negro" was illegal.

• The Georgia State Board of Education voted to revoke "forever" the license of any teacher who "supports, encourages, condones, offers to teach or teaches" Negro and white pupils in the same classroom.

The ruling, however, was later rescinded by the same board.

• The superintendent of schools of the Catholic Diocese of Richmond, Va., reported that the reaction of

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SPOTLIGHT

parents to its integrated school program during the past year was "very good."

- The State of Virginia announced that schools would open on a segregated basis this fall and continue that way at least through next year.

- Alabama enacted a law giving city and county school boards unprecedented authority in determining where individual pupils must attend schools on the elementary and secondary school levels.

- In the West Texas town of Matador, Negroes requested that integration not be started until next year.

The reason given was that Negroes want to open their schools early so that time off can be taken from classes later for the cotton-picking season.

Fewer PHD's Plan Teaching After Receiving Degree

COLUMBUS, Ohio—A study by The Ohio State University shows that since 1952, only 44 percent of those receiving PHD degrees in any one year enter teaching.

Traditionally, about 60 per cent of the PHD's planned to teach at colleges and universities.

Role of Public School Adult Educator Theme of Meeting

ST. LOUIS—With "The Role of the Public School Adult Educator" as theme, members of the National Association of Public School Adult Educators will meet here November 10-11 for their third annual conference.

The Conference precedes the annual meetings of the Adult Education Association of the United States of America, and its closing session will be jointly held with AEA's opening Assembly, according to R. J. Pulling, president, and chief, Bureau of Adult Education, New York state Department of Education.

Mr. Pulling said that "the recent expansion of the membership of the public school group reflects clearly

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School at Columbia, South
Carolina, proved the
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Milk Dispensers.

*"We tested Norris
Now they're in*



Norris Milk Dispensers

Milk Dispensers for just one week. 300 South Carolina schools!"

How Norris Milk Dispensers solved the milk service problem in South Carolina schools:

Only one week of operation at Olympia School, Columbia, South Carolina, was needed to prove the superiority of Norris service in every category. This test operation was conducted in a crowded lunch room, with elementary as well as older grades, and a very short serving time was allowed. Mrs. M. O. J. Kreps, Olympia lunch-room manager, says, "The Norris Dispenser is more sanitary, the children enjoy it and drink more milk."

The complete results were faster milk service, colder milk, lower costs

and increased sanitation. An endorsement for the use of Norris Milk Dispensers throughout the entire South Carolina school system followed. Now over 300 South Carolina schools use Norris Milk Dispensers and the number is constantly increasing.

You, too, can increase milk consumption in your school with a Norris Dispenser. You can take a more active part in the intensified Federal School Lunch Program. Eliminate messy "empties" and hard-to-handle half-pints. Save enough through buying milk in bulk to pay for your Norris Dispenser within a year!



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Please send me your brochure, "How to Solve Milk Service Problems in Schools and Colleges."

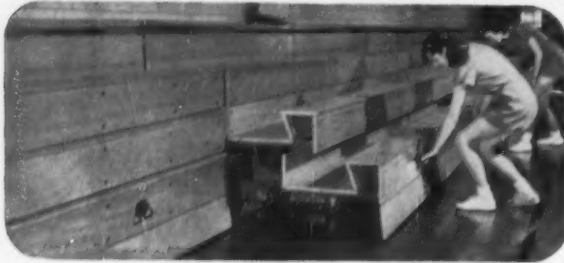
Name

School Title

Address

City State

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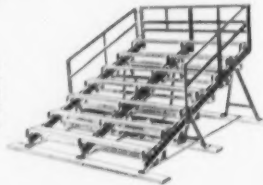
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Quality features include rugged case of cast aluminum, extra heavy steel shackle, satin finished dial, self-locking mechanism, extraordinarily pick-resistant.

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Unique inside channel pattern can't be duplicated on commercial key-making machines. Can be set up for S-540 and P-570 together.



S-540... the built-in locker lock with 15-second combination change!

Every Dudley Lock is guaranteed for two years. Write for Catalog Folder.

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SPOTLIGHT

the steadily growing emphasis on adult education in the public schools of this country.

"Nearly 90,000 teachers are now involved in the public school adult education programs which in recent years have grown from 'night schools' to the point where widely diversified activities are available to adults."

Among the principal speakers will be Phillip J. Hickey, superintendent of instruction, St. Louis Public Schools; H. Grant Vest, commissioner of education, Colorado, and Mr. Pulling.

Twenty-five other leaders will conduct sessions on a variety of topics relating to the theme.

Preceding the Conference there will be an all-day meeting on November 8 which will be devoted to the problems of state directors of education. This program has been developed and will be chaired by Dr. Everett Preston of New Jersey.

AEA Plans Conference

On Community Development

CHICAGO—The Adult Education Association of the U.S.A. will sponsor a national conference on community development November 11 through 13 at the Jefferson Hotel in St. Louis, Paul L. Essert, president of the association, announced recently.

The conference will bring together a forum of social scientists and community planners, to assess the impact of adult education on community growth.

1,500 expected

About 1,500 persons are expected to attend.

The spectacular increase in adult education activities in the U.S. today is already making a mark on the pattern of community living," Dr. Essert stated.

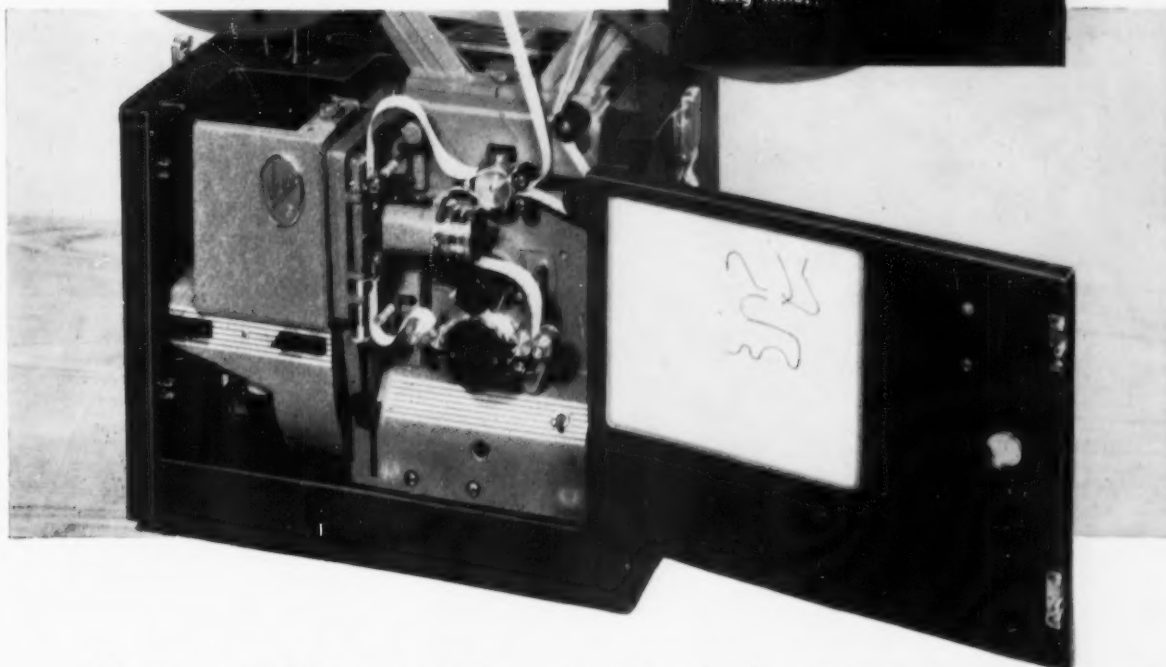
"When men come together to learn and acquire new skills in adult life they are inclined to tackle practical problems such as those posed by their environment.

"A growing adult education movement is the surest way to community

How the NEW VICTOR 16mm SOUND PROJECTOR PAYS ITS WAY through school . . .

SAVES BUDGETS

Victor Safety Film Trips protect film from damage so you can buy new film instead of replacements. And, the Victor's engineered for rugged use, built to last a long, long time.



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The Victor's loaded with features that insure longer film and projector life. Exclusive Safety Film Trips detect previously damaged film . . . stop projector instantly so there's no further damage . . . also prevent possible damage from misthreading. Victor's Lubrimatic Oil System for controlled automatic lubrication gives you trouble-free operation that reduces servicing . . . Air Conditioned Lamp House is 20% cooler for longer lamp life . . . Pawls are sapphire-tipped for indefinite durability . . . Air Conditioned Film Gate is 17% cooler, makes film last longer.

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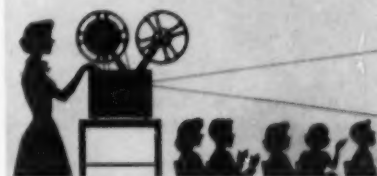
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—inspired because teachers can operate the Victor easy as 1-2-3 . . . can't thread it wrong . . . can't damage film!



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improvement. This promises to be one of the most significant areas of social advancement of the next decades."

Adult education, Dr. Essert pointed out, is not confined only to formal programs of systematic learning in schools and colleges.

The varied part-time educational programs offered by civic, fraternal,

religious welfare and service organizations are a significant part of the adult education movement, he feels.

50 million involved

Nearly 50,000,000 Americans, according to Dr. Essert, are currently involved in adult education activities.

Outstanding programs of community development that have been brought about through cooperative citizen activities will be described at the conference.

The program will focus on four chief topics: criteria of a good community, obstacles affecting the development of the community, the role of adult education and allied interests in contributing to the growth of the community, and the implication of world affairs on the community.

Preceding the conference, workshops will be held in all 48 states to review the status of programs to improve communities in those areas. The results of this survey will be made available at the conference through exhibits and seminars.

The conference will feature a continuing panel of experts, including theorists and practitioners in community organization.

List speakers

Scheduled speakers include: C. Wright Mills, professor of sociology, Columbia University; John Ivey, director, Southern Regional Educational Board; Everett C. Preston, director, Adult Education, New Jersey State Department of Education; and Leo Perlis, director, National CIO Community Services Committee.

Other speakers include Robert Montgomery, University of Texas; Richard Poston, University of Southern Illinois; William F. Russell, Deputy Director for Technical Services, Foreign Operations Administration; Howard Y. McClusky, University of Michigan; and Cyril O. Houle, University of Chicago.

U. of Illinois Becomes 14th Ed TV Station

URBANA, Ill.—The nation's fourteenth educational television station began broadcasting recently from the campus of the University of Illinois in this community.

A total of 26 educational TV channels are expected to be in use by the end of the year, reports a survey by the National Citizens Committee for Educational Television.

Hull, Ludington Named to Office of Education Posts

WASHINGTON—J. Dan Hull has been appointed director of the Instruction, Organization, and Services Branch, and John R. Ludington, chief of the

SE-344

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● IT MAKES GOOD SENSE to use *all* of the glass area built into your windows. Why allow bulky cloth at the ends, top or bottom to block window area when not in use?

Draper New Way Overlapping Shades are entirely new and different . . . are proving much more efficient and economical. The continuous bracket-shield is mounted on the division bar between the glass blocks and clear glass. Both upper and lower roller shades have independent action. Each shade can be adjusted to the desired position . . . or rolled up *completely off the glass area* and kept clean for instant, easy operation.

Draper New Way Shade Units are available in natural, cream-white, or tan Dratex cloth for light transmission. For effective darkening, these shades are equipped with light color opaque or black Dratex cloth.

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Johns-Manville Fibretone offers an acoustical ceiling which is highly efficient yet modest in

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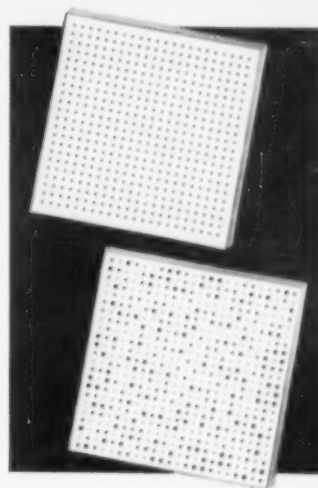
For a complete survey by a J-M acoustical expert, or for a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. SE, New York 16, New York. In Canada write 565 Lakeshore Road East, Port Credit, Ont.

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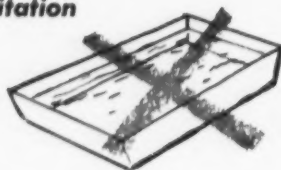
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Uniform Drilled and Variety Fibretone units are easily installed over new or existing construction. Hundreds of small holes drilled into the sound-absorbent panels increase acoustical efficiency.



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SANI-MIST eliminates: Foot baths; Foot pads; Messy floors; Contamination; Dilution; Re-use of solution. The SANI-MISTER dispenses an individual full strength treatment that kills the principal fungi causing Athlete's Foot in less than 30 seconds.

Preferred by schools, clubs and industries from coast to coast. Send coupon now for full details.

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Please send complete details of the safe, clean SANI-MIST method of Athlete's Foot prevention.

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Secondary Schools Section on the staff of the Office of Education, S. M. Brownell, Commissioner of Education, announced recently.

Both Dr. Hull and Dr. Ludington have worked in the Office of Education for several years.

Dr. Hull has been chief, Instructional Problems; assistant director, Elementary and Secondary Schools Division; and chief, Secondary Schools Section.

Dr. Ludington has served as a specialist in Secondary Education and as chief, Civil Defense Education.

High school posts

Dr. Hull, a native of Mountain Grove, Mo., has held high school principal positions in Mountain Grove; Sullivan, Ind.; Springfield, Mo.; and Indianapolis, Ind.

He is author and editor of books and publications in secondary education and was a contributor to the 52nd Yearbook of the National Society for the Study of Education on adaptation of the secondary-school program to the needs of youth.

Dr. Ludington has had a total of seventeen years' teaching experience in the public schools of Muncie, Ind., and at Ball State Teachers College, Ohio State University, and North Carolina.

He has served as a consultant or committee member on school surveys and research publications in secondary education. He recently represented the United States in an international conference in the South Pacific.

He is a native of Muncie, Ind.

JCET Protests Claim of Des Moines Business Group

WASHINGTON—The Joint Committee on Educational Television is appearing before the Federal Communications Commission to protest the appeal of a Des Moines commercial organization for a permit on Channel #11, a VHF channel assignment, set aside for education.

The supporters of the Committee,

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Especially advantageous where instruments and other types of equipment are used. Biology classroom illustrated. Permits proper seat height for both standard and higher requirements.



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AJUSTRITE was first designed and made specifically for laboratory use. Quick, easy adjustment permits just the right height for many, varied and changing requirements.



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In all departments, drafting, manual training, business education, craft shops, home economics and others —AJUSTRITE stools and chairs offer many advantages to the effectiveness of instruction.



The most popular AJUSTRITE stool. Seat adjusts 18" to 27"—has 13" diameter steel seat; hardwood seat, backrest, floor glides optional. All metal construction for lifetime durability. This one stool meets most requirements in majority of laboratories and shops which would otherwise need several sizes of ordinary stools.



Model S 1827

A posture type chair with seat adjustment of 16" to 21", backrest horizontal and vertical adjustment of 5". Ideal for teaching and practicing posture in typing and other business classes. Some science classrooms and laboratories use this type to advantage. Also comes with higher adjustment ranges. Reasonably priced to schools.



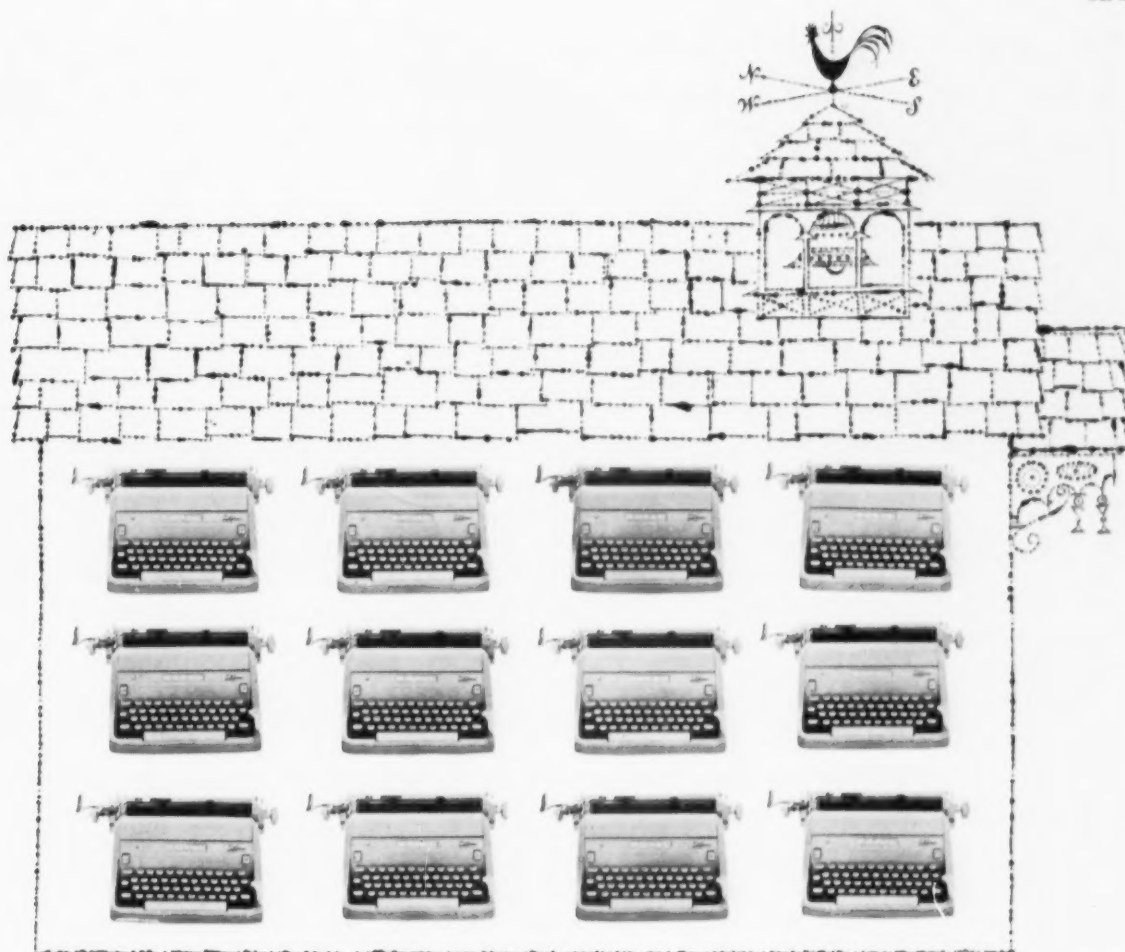
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In addition, Royal offers free instructional demonstrations and provides students and teachers with a wealth of typing and teaching aids.

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To begin with, the formula of Rustoscale we prescribe for your boiler is compounded from an analysis of your boiler supply water, and from a thorough study of your boiler's function.

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**RUSTOSCALE
IS NOW BEING
USED IN OVER
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GET A FREE WATER ANALYSIS—

Find out what goes on inside your boiler! No cost or obligation. The Rustoscale Laboratory will make a free analysis of your boiler and supply water and report to you in writing. Just fill out and mail the coupon . . . the Acme Service Engineer in your locality will obtain water samples and necessary data from you.

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FOR OVER SIXTY YEARS QUALITY ABOVE ALL

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now headed by Albert N. Jorgensen, president, University of Connecticut, are offering testimony. This is the first serious attempt of a commercial organization to secure an educational assignment.

A decision in favor of the commercial organization would, JCET feels, be a precedent negating the principle adopted by the Commission, which assured education's rights in this area of the public domain.

There are now fifteen educational stations in operation and 34 permits granted for the establishment of such stations.

School & Press Have Much In Common, Meeting Finds

CAMBRIDGE, Mass.—Newspapers and school administrators from eleven American cities met here recently to improve relations between school and press and to stimulate cooperation in telling the story of education to the readers of the daily and weekly press.

The conference found, according to its official report, "that education and the press have more in common than in controversy."

"The differences are real, few, and not beyond resolve. Good school reporting is a good business for the press; to education it is a necessary condition for success."

Schools a big story

Education has become a big story in America, and public interest in what goes on in the nation's schools calls for continuing attention by the press and full cooperation of school officials to inform parents and taxpayers, the conference stated.

The three-week conference was conducted by the Nieman Foundation for Journalism at Harvard University on a grant by the Fund for the Advancement of Education.

The newspapermen and educators considered means of more conscious effort in their cities to tell the story of education in the school year opening this fall.

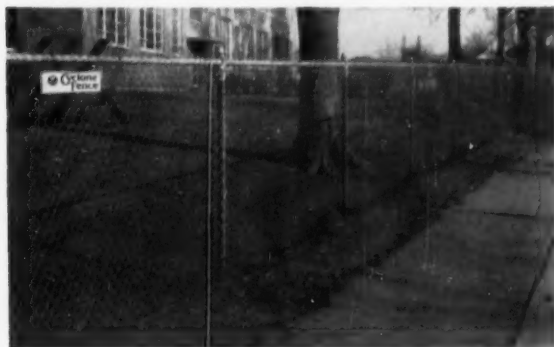
Educational leaders and newspaper editors led discussions at their seminars on major problems in edu-

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...protects scholars
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CYCLONE FENCE PROTECTS THE STUDENTS. Grade school children or high school football teams are equally well protected when at play behind that Cyclone Fence. This unusual installation shows how versatile Cyclone Fence can be. Here it not only encloses the athletic field but protects a too enthusiastic player from a nasty fall.



CYCLONE FENCE PROTECTS SCHOOL PROPERTY. Passers-by keep right on going by the school yard that's fenced with strong, sturdy Cyclone Fence. There's no possibility of short-cuts, no encouragement for vagrants to linger here. Cyclone Fence establishes the boundaries of the school property, gives a neat, finished look to the grounds.

**NO JOB IS TOO LARGE—
NO JOB IS TOO SMALL FOR CYCLONE***

**Cyclone is the trade-mark name of fence made only by Cyclone.
Accept no substitute.*

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CYCLONE FENCE CREATES SPECIAL EQUIPMENT. A typical example of modern, school equipment is this multiple-set sized tennis court. Strong, good-looking Cyclone Chain Link Fabric is fabricated into Cyclone Tennis Court Enclosures . . . will take many years of battering by tennis balls without denting, chipping or other damage.

You can buy cheaper fence than Cyclone, but it will cost you more per year. Cyclone gives full value for your dollar. Nothing but brand-new, top-quality material is used throughout. Posts and top rails are heavy and rigid. Gates won't drag. The chain link fabric is woven from heavy steel wire and galvanized after weaving for greatest resistance to rust and corrosion. And Cyclone is erected by full-time, Cyclone-trained experts.

Our engineers, located in principal cities, will gladly supply you with data, and advice on your particular school fencing job. Write or phone for this free service.

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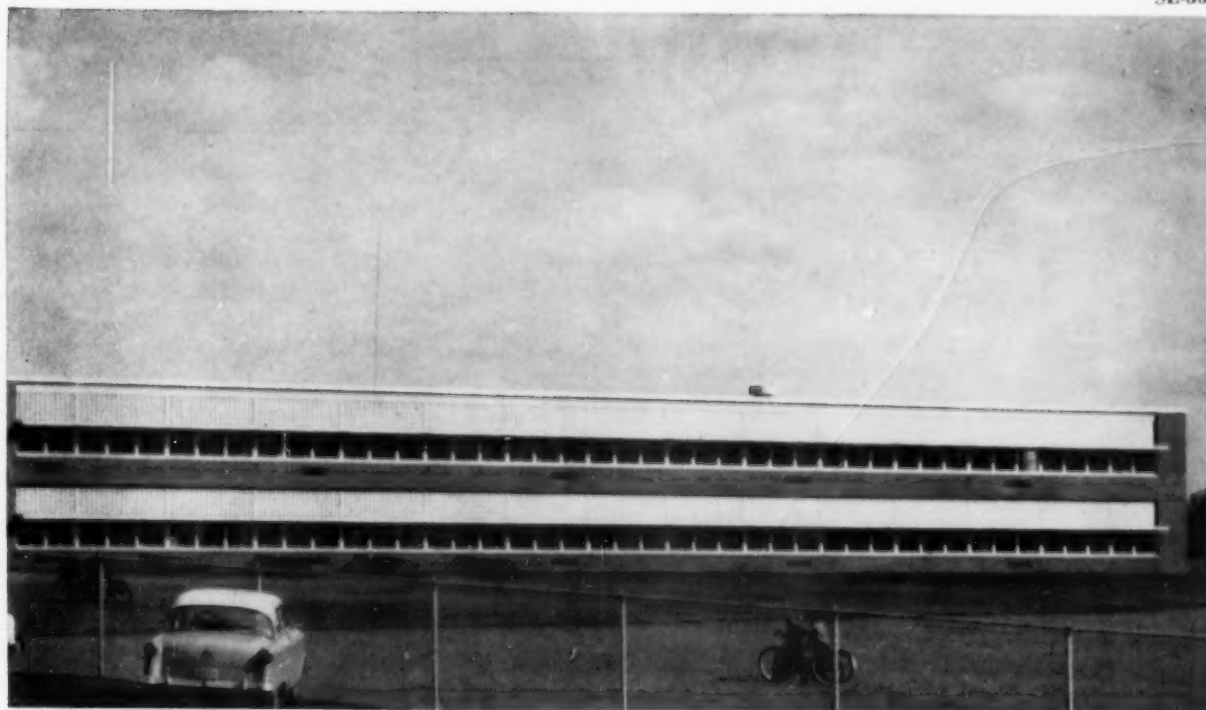




Architects: Bissell and Belair, A.I.A., Minneapolis, Minnesota.

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masonry and PC Glass Blocks™

SAYS **Mr. Harold R. Enestvedt**, *Superintendent,
Independent School District No. 205,
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At the Park Knoll School in St. Louis Park, Minn., the playground is hard by the west side of the school. Yet it is next to impossible for random, flying baseballs to break the rugged PC Glass Block panels. The same panels effect a 40 decibel reduction in transmitted sound, so the classrooms can be kept quiet.

In case you've never been to Minnesota, it gets cold up there. Not the simple cold that most Americans experience, but a bitter, stinging zero and below for days on end. The PC Glass Blocks in this school are well suited for this climate, because they have the insulating effi-

ciency of an 8-inch masonry wall. Fuel bills are lower, and condensation is practically unheard of.

Best of all, of course, is the daylighting. The PC Glass Blocks contain built-in prisms that direct the light onto the ceiling, thus creating a natural lighting system that's easy on the eyes. Window shades or blinds are not needed.

To learn more about PC Glass Blocks, write to Pittsburgh Corning Corp., Dept. 1050, One Gateway Center, Pittsburgh 22, Pa. In Canada: 57 Bloor St. W., Toronto, Ontario.

PC Glass Blocks



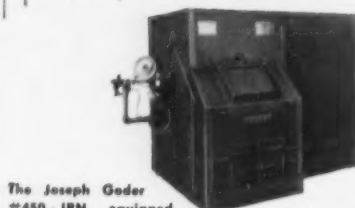
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JOSEPH GODER INCINERATORS



The Joseph Goder #450-IRN equipped with burner destroys 500 pounds of refuse per hour.

Now is the time to equip your school with the most modern way to dispose of rubbish, garbage and other waste . . . a Joseph Goder Incinerator! Its efficient and sanitary operation makes it the favorite of schools everywhere. All but smokeless in operation.

Whatever your need . . . small prefabricated incinerators . . . or a large custom-built installation . . . you can depend on Joseph Goder to do the job BETTER!



Typical of a Joseph Goder installation is found at St. Vincent's College of Nursing, Los Angeles, Calif., where a #450-IR incinerator was installed. Architects—Austin, Field & Fry, Los Angeles. Contractor—James I. Barnes Construction Co.



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Please send complete information on Joseph Goder Incinerators and your **INCINERATOR BLUE BOOK**.

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SPOTLIGHT

cation and communication.

The conferees were officials designated by nine public school systems and seven colleges, and the education reporters from thirteen of the sixteen newspapers in the same cities.

The public school systems officially represented were Portland, Ore.; Denver; Toledo; Nashville; Louisville; Houston; Bay City, Mich.; Corning, N. Y.; and Providence.

The colleges represented were: Reed College, University of Oregon; University of Denver, University of Toledo, George Peabody College for Teachers, University of Louisville and Brown University.

The newspapers participating were *Portland Oregonian*, *Oregon Journal*, *Denver Post*, *Rocky Mountain News*, *Toledo Blade*, *Louisville Courier-Journal*, *Houston Post*, *Nashville Tennessean*, *Nashville Banner*, *Bay City Times*, *Corning Leader*, *Providence Journal*, *Charlotte Observer*

and *Worcester Telegram*.

The conference members organized a cooperative undertaking to circulate among all members the major educational reports carried in the newspapers during the coming school year, with special attention to new areas of reporting on school activities and to articles interpreting educational developments and issues.

"The principal complaint of the press, is that it has insufficient access to information," read the conference report.

Fixed responsibility

"Schoolmen complain of a lack of fixed responsibility on the newspaper staff for educational reporting, and a seeming indifference to the why and how of teaching and learning.

"This leads into the question of the character and philosophy of 'open' board meetings, and the opening of the classroom to reportorial observation."

"However, education is too important to the American people to be

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answers the need for a low cost, easily portable table that seats more in less space and requires little storage area. Produces complete multi-use of space and much lower maintenance costs. *Tip-Top* with attached benches folds and unfolds quickly, simply, without locks or latches. Seats up to 12 children, stores in an area only 1 ft. wide. Top is tough, melamine plastic with smooth, rounded edges. Frame is heavy, 14 gauge structural steel, lustron plated for permanent protection. Vertical grain fir benches and 4 in. rubber casters. Available in 6', 7' and 8' lengths.

free catalog—illustrates and describes the complete SICO line of tables for every need and the SICO System of school and institutional seating for greater savings in time, space and money. Write today.

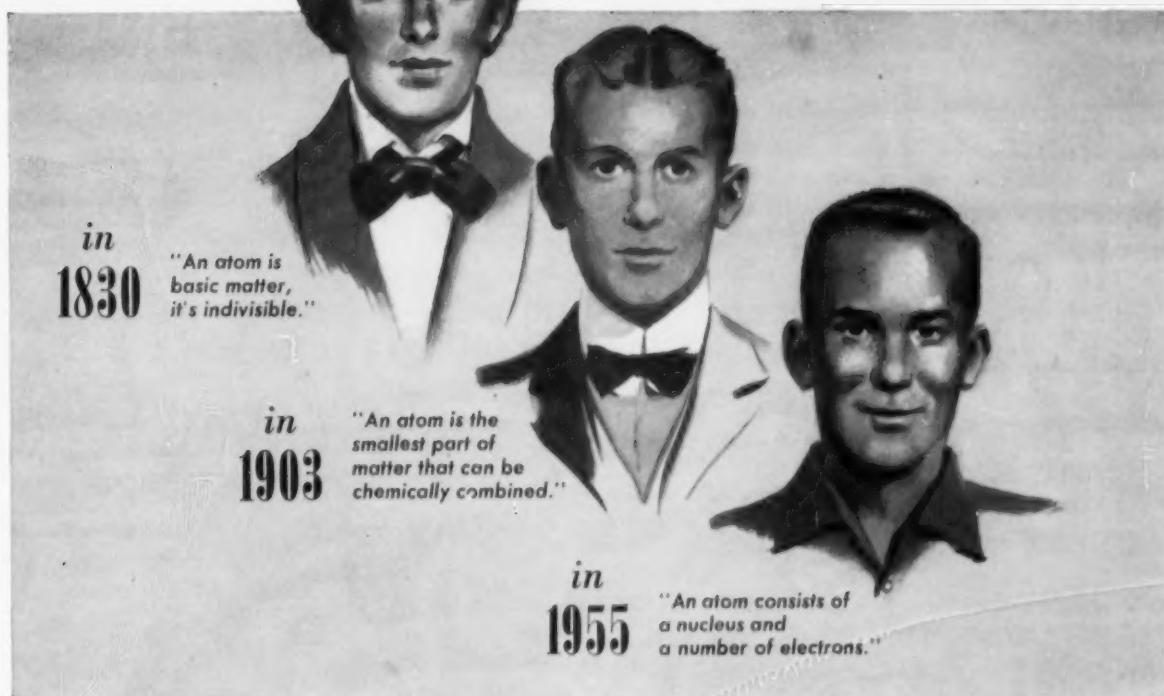


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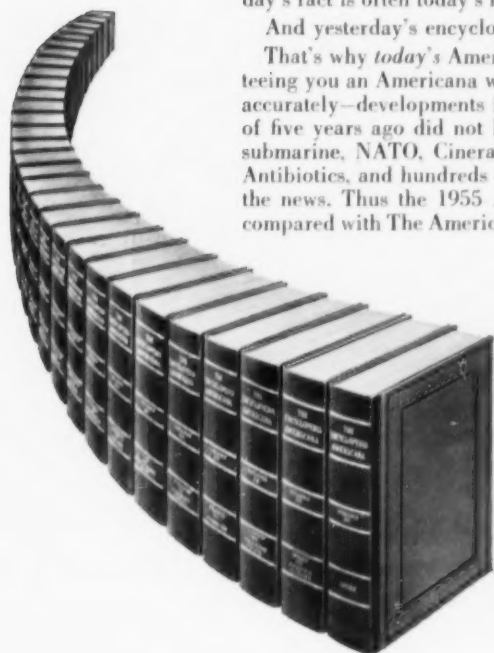


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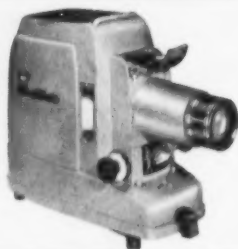
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SPOTLIGHT

unnecessarily the object of misunderstanding and misinterpretation," the report continued.

"If the story of education is to be well told, education and the press must serve with mutual respect, mutual trust, and above all mutual accessibility.

"Whenever motives are suspect they should be measured against the common goal of both education and the press—the making of better communities."

No set pattern

The report further held that "there is no standard pattern for education-press relations.

"The diversity of community life, of school systems and of the press itself precludes the laying down of a master plan. Yet by taking thought together, education-press relations can everywhere be improved."

The education story can be better told, the report went on.

"Education and the press have found it easier to convey information to the public about school plant, personnel and pupils than about purposes, program and processes. The latter are most in need of attention."

Dearborn Students Garden On 17-Acre School Plot

DEARBORN, Mich.—Sixth- and seventh-grade children in this Detroit suburb have seventeen acres of school-owned land to study gardening on.

On a plot belonging to the board of education, the students raise produce, study insects and practice soil conservation.

Street Appointed Head Of NEA Centennial

WASHINGTON—Paul Street, director of regional services, Northern Illinois State College, DeKalb, has been appointed director of the Centennial Celebration of the NEA, according to William G. Carr, executive secretary.

Dr. Street, who will be on leave of absence from NISC for the next two



A problem with a solution... $H \div P = C +$




Your mathematics department probably would state it thus: $H \div P = C +$ (or Halls divided by PELLA WOOD FOLDING DOORS equal More Classrooms). It's the answer to today's problem of too many pupils for too few classrooms.

PELLA DOORS are actually "folding walls"! Large areas such as study halls, cafeterias, and large classrooms can be divided within that interval between classes and re-opened just as quickly and easily... PELLA DOORS also make excellent cloak-room and storage space closures as there is no "door-swing" with which to contend.

PELLA WOOD FOLDING DOORS are of solid wood panel construction—spring-hinged for feather-touch operation. Available in beautiful veneers of selected birch, oak, pine, and Philippine mahogany, either finished or unfinished. When closed, PELLA DOORS possess excellent acoustical characteristics and have been tested by Armour Research Foundation's Acoustical Laboratories for their sound-retardant properties. PELLA DOORS are pre-fitted and factory-assembled for quick, easy installation.

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Sparkling Church Wall Tile in Foam Green with Ivory Trim forms a cheerful background for this cafeteria setting.

BRIGHTER, MORE COLORFUL EASIER-TO-KEEP-CLEAN WALLS FOR SCHOOL CAFETERIAS

No excuse now for hard-to-clean walls in your school cafeteria (or in toilets, halls, stairwells, etc.)—walls that need constant attention and periodic expensive redecoration.

Church Plastic Wall Tile is the ideal beauty treatment for school walls. In school after school, installations like the one shown above have improved appearance and sanitation, reduced maintenance and actually inspired student cooperation in keeping walls clean and unmarked.

In several styles, and a wide variety of colors, Church Tile is economical to install, can be applied to almost any smooth dry surface, usually without any necessity for structural changes. Church Tile can't crack, chip, peel or fade, resists soil, cleans with the swish of a damp cloth. It's the modern way to give old walls new life and beauty.

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in maintenance or decoration write us today for colorful illustrated brochure and full information about Church Tile. Free, of course. Please address Dept. S.

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Church Tile
PLASTIC WALL

SPOTLIGHT

years, assumed his new duties September 1.

He will work with members of the NEA Centennial Commission to coordinate and initiate activities and projects to bring to the attention of the public the needs, aims and achievements of the schools.

NEA will observe its 100th anniversary in 1957.

New NEA Film Has Junior High Setting

WASHINGTON—*Mike Makes His Mark*, newest in the public relations film series produced by NEA and the state education associations, was well-received at its premier showing at the NEA Chicago convention, reports William G. Carr, executive secretary.

The film has a junior high school background. Its predecessor, *Skippy and the 3 R's*, was taken against first-grade scenes.

Mike has been cleared for TV use. Available in color or black and white, the 29-minute sound film can be borrowed from state education associations or purchased from NEA's Division of Press and Radio Relations, 1201 Sixteenth St., N. W., Washington 6.

In addition to the longer films, ten one-minute long TV spot films have been produced by NEA under the series title *Good Schools Make a Difference*.

The Division of Press and Radio Relations reports that "almost without exception, TV stations have accepted the spot films when they have been offered."

Meanwhile, the film *Fire in Their Learning*, produced by NEA's National Commission on Safety Education, was awarded a Recognition of Merit Certificate in the Golden Reel Film Festival.

The Festival is sponsored annually by the Film Council of America.

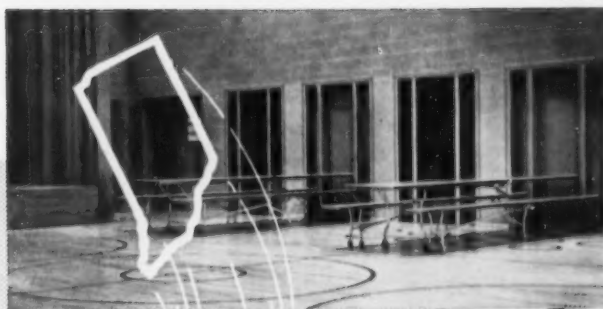
Federal Relations Regionals Set by Legislative Comm.

WASHINGTON—The Legislative Commission of NEA has scheduled a series

INDIANA

for instance

North Side School, Mishawaka, Indiana
(second installation in this city)
Dr. John J. Young, Supt. of Schools
Mauer and Mauer, Architects



**You'll find Schieber
Folding Tables & Benches
In Schools Everywhere**

Ever consider why school architects almost always specify SCHIEBER?

They have confidence in Schieber based on their own experience with the equipment.

They are impressed with the 24 year record of satisfactory service delivered by Schieber equipment.

They hesitate to "go out on a limb" by specifying equipment of lighter construction and unproved engineering.

School people are familiar with Schieber equipment and like its many features such as permanently bright and clean stainless trim, oil-less bearing casters, safety locks, etc.

24 years ago Schieber made its first installation and the equipment is still in daily use. Schieber's designs and rugged quality construction have made the multi-purpose area practical. Today the economies it affords are given serious consideration in the planning of every school and with few exceptions, Schieber equipment is specified.



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RITE GREEN AND DARKITE GREEN CHALKBOARDS—

proven in successful installations all over the United States.

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to meet budget requirements with good quality as well as economy.

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a cement-asbestos chalkboard with the same fine writing surface of RITE GREEN.

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porcelain enamel on 16 gauge steel for a lifetime of satisfying use.

All Loxit Chalkboards can be washed as often as desired.

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a closely grained uniform surface that stays soft and spongy—nine colors.

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for both plastered-in and surface-applied installations.

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the companion trim to the thrifty KOMPO-CITE Chalkboards.

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SPOTLIGHT

of regional federal relations conferences in October and November this year in cooperation with the NEA Division of Legislation and Federal Relations.

Present plans call for statewide and congressional district conferences in the following states: Arizona, California, Colorado, Connecticut, Montana, New York, North Carolina, Ohio, Oregon, Pennsylvania and New Jersey.

A special conference for the New England states also is tentatively scheduled in Boston during the same period.

A meeting of federal relations chairmen from every state, scheduled to be held in Chicago, December 10-11, will climax the regional discussions of federal relations problems.

"Box Score on the UN"

Available from CIR

WASHINGTON—*Box Score on the UN: 1945-55*, an inventory of major UN actions, is now available in its fifth edition from NEA's Committee on International Relations.

Complimentary copies of *Box Score* were distributed at the recent UN Tenth Anniversary meeting in San Francisco. The 1954 edition had a circulation of over 3 million.

The chart may be purchased from CIR, 1201 Sixteenth St., N. W., Washington 6, D. C.

Administration in Higher Ed Is Difficult Task—Perkins

CAMBRIDGE, Mass. — Administration in higher education is "a vitally necessary function, one of the most difficult of all areas of administrative activity and an undertaking to be consciously prepared for," according to John A. Perkins, president, University of Delaware.

Dr. Perkins addressed delegates of colleges and universities from 23 states, the District of Columbia and Puerto Rico, at the meeting here of the National Association of Student Personnel Administrators.

"Authorities have classified types of administration as to difficulty," the

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It's easy to start a roller skating program! It's a healthful exercise and the popular way to build strong bodies. A favorite with boys and girls and budget planners, too . . . roller skating makes a grand co-recreational activity. Handles the largest groups quickly and easily. Halls, gyms, or any large floor area make fine roller rinks. Invest in health and fun this season.

--- Rubber Tire Skates ---

FOR USE ON WAXED FLOORS IN
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--- NOT TO MAR, SCRATCH OR DAMAGE ---

Rink clamp skates developed by CHICAGO specially for skating on waxed floors. The rubber wheels are ideal for use on tile, ballroom floors or any highly waxed surface. Will not harm or mark.

Write Now to the Leader in Rink
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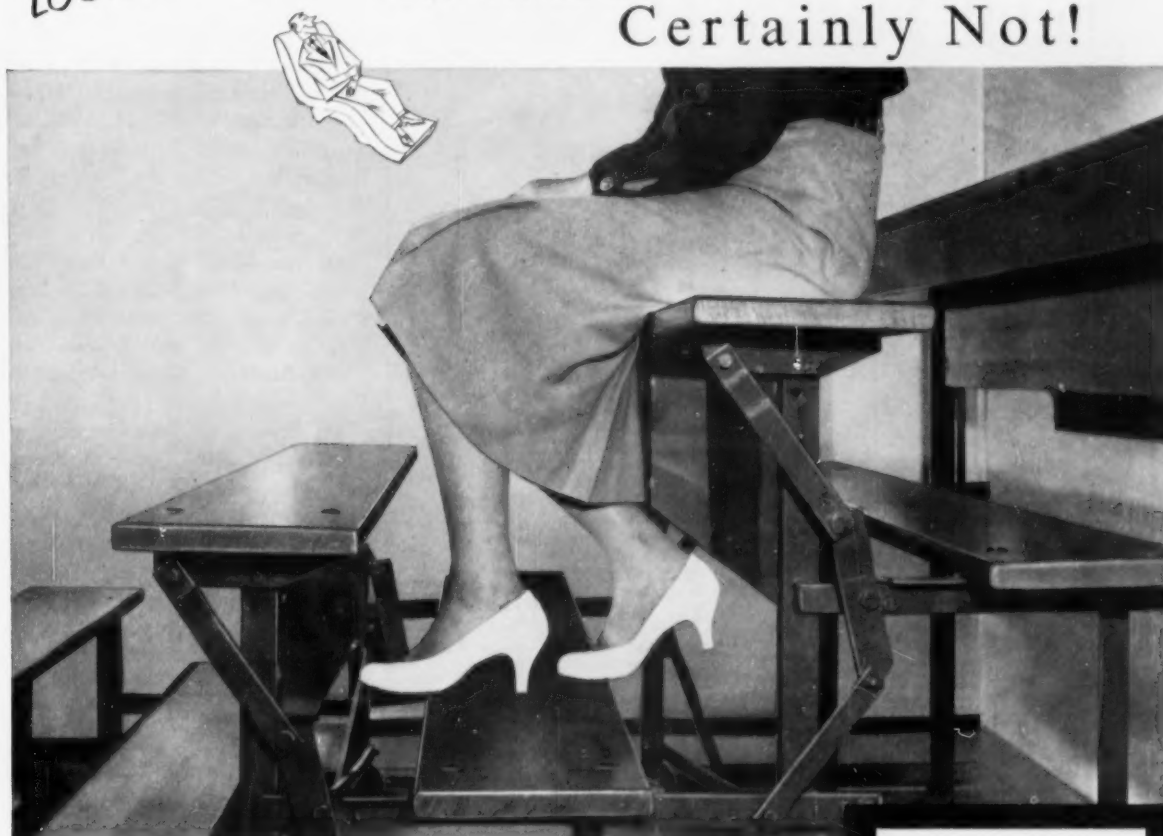
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No gymnasium bleacher is like a lounge chair. But ask for a seat demonstration of *Universal* Roll-A-Way Bleachers and you'll appreciate what we mean by *maximum spectator comfort*... in minimum space. Notice the spectator's natural position while seated. Make all the tests you wish... with feet forward or drawn back under the seats. Compare design, construction, dimensions, seating area... and you'll find that *Universal* Roll-A-Way Bleachers offer the greatest possible comfort in gymnasium seating. Write today for free catalog.

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Man Will
Show You...



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**MORE COMFORTABLE
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The extra distance from seat board to foot board (18½") and the position of the vertical filler or riser board (centered under seat) assure maximum space per person seated... permitting normal position of feet drawn back for natural balance. Compare this with the other stands which have 2" to 3" less space and vertical filler boards flush with seat fronts.

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Floor-King
Mopping Outfit
for mops to 36 oz.

... with Geerpres mop wringers. Mops last longer and do more work because Geerpres Interlock gearing lets you wring mop just the way you want it without twisting or tearing. Light handle pressure gives controlled, powerful squeezing action to force mop down and eliminate splashing.

Geerpres wringers last longer because they are ruggedly constructed of the finest materials. Electro-plated finish on all wringers is exclusive with Geerpres. Yet, they are light, compact and easy to handle on ball-bearing rubber casters.

Sizes and styles for every mopping need. Complete line of accessories, too. Write for Catalog or see your jobber.

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Delaware president said.

"The military situation in which the executive can command is declared the easiest. The most difficult is where sanctions are few and cooperation must be voluntarily achieved.

"It is wise that you as student personnel administrators should be telescoping other people's administrative adventures through formal training and be studying the tried and untried theories of administration."

Dr. Perkins cited the meaning of the term POSDCORB, used in the literature of public administration by Dr. Luther Gulick.

The term refers to the most common tools of administrative work: planning, organization, staffing, directing, coordinating, reporting and budgeting.

All are necessary for effective work, the speaker explained.

British Pupils Learn Math, Geography, from Plane Trip

LONDON—School children from Britain's Midlands are learning geography, mathematics, science and history in modern, streamlined airlines between Birmingham and this city.

The lessons in "flying classrooms" began last summer when British European Airways suggested that students from the Midlands might like to fill the empty seats on planes to London.

The charge was set at ten shillings (\$1.40), with the understanding that if a full-fare passenger wanted a seat, the child must give way.

School boards took the offer up right away. Last summer, BEA carried 75 school parties of 1,125 children from areas around Birmingham.

Soon schools from as far away as Bristol in the West of England began to apply, and the airlines accepted them on provision that they come to Birmingham first.

This year, 1,000 students took the trip between April and July alone.

One particular incident indicates how students and teachers take ad-

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YOU CAN WITH



THE NEW MANLEY REFRESHERETTE®

(SERVES HOT DOGS
AND COLD DRINKS)



THE NEW MANLEY COLISEUM®

(SERVES POPCORN
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Here, At Last, Is "Packaged" Equipment That Is Ideal For School Refreshment Stands

When the crowds gather at school sporting events, dances and other activities, they want refreshments. And here's how you can provide refreshments for these hungry, thirsty, crowds and, at the same time, earn extra money for your school to use for extra-curricular activities—install and operate this new, Manley equipment.

The Manley REFRESHERETTE is a combination hot dog and cold drink machine . . . the COLISEUM is a combination popcorn and cold drink machine. Both machines are ideally suited for school operation and require only 14 square feet of floor space.

Let this new, modern Manley equipment help you and your school earn extra money for: sporting equipment; social ac-

tivities; athletic events; band uniforms and instruments and many other things students need and deserve. Other schools, just like your own, have found that the Manley Snack Bar Plan and equipment is the way to obtain needed extra funds.

SO EASY TO OPERATE!

Both the REFRESHERETTE and the COLISEUM come to you ready for your school to begin operating immediately. All you do is install the machine and it's ready to go to work. All you have to provide is a student to operate the equipment. All Manley equipment is designed for simple operation . . . even the most inexperienced students can operate this equipment easily, efficiently and profitably.

TAKE THREE MINUTES AND THREE CENTS TO FIND OUT HOW YOUR SCHOOL CAN BENEFIT!

Just fill out the coupon and mail it to Manley. Let us know if you want a representative to call, or if you prefer to have us send you additional information on the Manley REFRESHERETTE or the COLISEUM.

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- ☐ Please send me additional information on the Manley REFRESHERETTE.
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☐ Please have a representative call on me. I understand that I will be under absolutely no obligation.

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Totally new in Color, Comfort and Line...



- * **4 BRILLIANT NEW COLORS**... Terra Cotta! Turquoise! Brown! Grey!
- * **NEW COMFORT-CONTOUR DESIGN** heightens student attention!
- * **NEW BEAUTY AND DURABILITY** with Hard Wood or Plastic work surfaces!



The Mobile Samsonite *Open Front Desk* gives maximum storage space! Forms related unit with matching Pivot-Back chair.

New Samsonite *Pivot-Back Chair* has silent, rubber-cushioned glides, kick-proof "spats". Pivot-back swivels *silently*, adjusts to individual body contours.

NEW CATALOGUE

New Samsonite Classroom Furniture Catalogue. Complete specifications on new Samsonite Classroom Furniture. Fully illustrated in color. Write Shwayder Bros., Dept. F-11, Classroom Furniture Division, Detroit 29, Mich. for a copy and for the name of your nearest distributor.

Makers of the famous Samsonite
Samsonite

concept in Classroom Furniture

actually aids the Educative Process!

Samsonite has created an entirely new concept in Classroom furniture...as exciting as it is practical.

4 Paint-Box Colors make classrooms bright and fun to work in! Tested on school officials in 30 states, the colors mix or match harmoniously, blend with every wall color!

Shaped for Tomorrow! The gracefully curved contours are posture-designed to build healthy bodies, make attention less tiring, learning more fun!

Miracle of Mobility! Mix these units, move them room to room, with never a conflict in color or contour.

Mischief-Proof! Aluminum "spats" on legs defy kick and mop marks! Desk-lid hinges and countersunk "bumpers" can't be loosened, even with a screwdriver!

It's Not Expensive! Samsonite actually costs less than old-fashioned furniture... because it's strongest, lasts longest!



A new note in schoolroom furniture, Samsonite's *Round Table* lends an informal, non-institutional look to the classroom!



For all group projects, Samsonite's colorful *Activity Table* with from one to six book boxes, (depending on size).



Samsonite's colorful *Lift-Lid Desk* is noiseless, slam-proof, tamper-proof. Fingers can't be caught between lid and book box.



Newness of line, brilliance of color, keynote Samsonite's *Teacher's Desk*. Maximum work and storage space! (Available in either single or double pedestal styles.)

290 square inches of writing surface! New Samsonite *Tablet Desk Chair* plays multiple roles in classroom, meeting rooms, lunchroom.

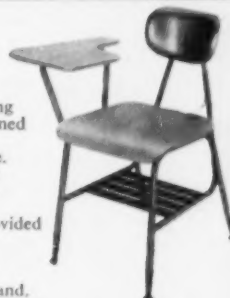


Samsonite *Student Desk* can also serve as table. Several can be pushed together for group projects.



New Samsonite *Trapezoid Table* adapts in groups to endless combinations for varied schoolroom activities.

Tablet-Arm Chair with generous writing surface positioned for natural writing posture. Sturdy tubular steel supports. Easy slide-in, slide-out is provided by lines and curve of tablet arm. Right or left hand.



Plenty of leg room and storage space! The Samsonite *Shelf Desk* brings modern color, graceful lines to the classroom.



folding tables and chairs for every institutional use!

...the Classroom Furniture that's **STRONGEST...LASTS LONGEST!**

SHWAYDER BROS., INC., CLASSROOM FURNITURE DIVISION, DEPT. F-11, DETROIT 29, MICH. Also makers of famous Samsonite Luggage and Card Tables and Chairs for the Home.

October, 1955

125



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The base runner is **SAFE**—sliding under the catcher's tag to win the World Series.

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Play it Safe by maintaining your floors with **LEGURE**, the new **LEGGE** polish that gleams without slipperiness. You'll prevent slip-fall accidents because **LEGURE** goes up to 75% beyond U. L. requirements for slip-resistance.

And you'll save important maintenance dollars. **LEGURE** never needs buffing. Stays on longer. Rarely requires the labor-consuming job of stripping.

Do as administrators of leading hospitals, institutions, industrial and municipal buildings are doing. Switch to **LEGURE**—and be sure. Get full information on **LEGURE** now. Clip this coupon today.



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SPOTLIGHT

vantage of the flight to learn mathematics. A party of 13 boys, all 15 or 16 years old, in their last term of high school, took the trip with their history and mathematics teachers.

At the start of the flight, the stewardess distributed maps which the boys studied closely, following the plane's route. Calculating the speed of the aircraft, a problem discussed the week before in school, one boy looked at his watch.

He estimated that the plane was



just north of Daventry, and would be overhead in about four minutes.

Just then, the stewardess brought a copy of the pilot's flight log, giving the plane's height, speed and position.

It indicated that the boy's calculations were right to the minute.

When the students arrive in London, they visit their local member of parliament, visit the House of Commons and the Palace of Westminster, take a trip on the River Thames to Greenwich where they visit the Maritime Museum, and take a bus tour of London.

TC Lay Conference Form Basis for NBC Series

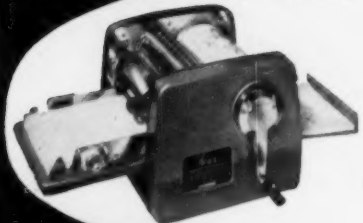
NEW YORK—A ten-week radio series on important problems facing the nation's schools was presented through September 16 by the National Broadcasting Company in cooperation with Teachers College, Columbia University.

Titled "Citizens View the Public Schools," the series was broadcast weekly.

Each program consisted of a short lecture by an educator from Teachers College, followed by discussion between the professor and a group of adult laymen, previously tape-re-

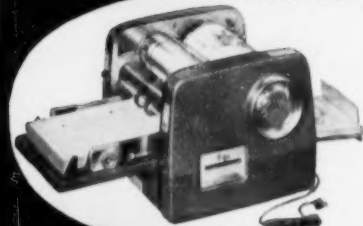
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"We
needed
lunchrooms!"

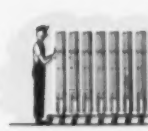
Here's how Mr. Eugene Silke, Superintendent, Springfield School District #19, Oregon, solved his lunchroom problems with Erickson Portable Fold-A-Way Tables.



THEY FOLD-A-WAY
in only 15 seconds



THEY WHEEL-A-WAY
on rubber casters



THEY STORE-A-WAY
in amazingly little space

Superintendent of the Springfield District #19 since 1940, Mr. Silke converts gyms into lunchrooms . . . in minutes!

Using Erickson *extremely portable* Fold-A-Way tables, Mr. Silke has the "extra" space he needs . . . through efficient multiple use of space.

Erickson's exclusive Fold-A-Way and Wheel-A-Way features make it possible for one man to set up seating-for-eating for hundreds of pupils . . . in less time than it usually takes to change classes.

This rapid conversion keeps valuable floor space busy all day. Clean-up is easy . . . just a quick sweeping after tables are wheeled-a-way. When not in use, tables require amazingly little storage space. For example, 10 tables, seating capacity for 240 pupils, store in only 4½ by 10 ft. Tables take plenty of punishment . . . Erickson Patented understructure is built of 1½" square formed steel tubing . . . to withstand eager youngsters, year after year.

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WITH BENCHES

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plastic benches.

Tables wheel anywhere
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no marring of floors.

Five colors available:
Gray, Green, Tan,
Red, Yellow.

Solidly built . . .
no swaying, wobbling
or creeping.

Erickson

THIS GYM BECOMES A LUNCHROOM IN 15 MINUTES



The McRitt Elementary in Mr. Silke's district uses 14 Erickson Fold-A-Way tables. The "lunchroom" is used by 450 pupils during the noon hour, in two shifts, taking 90 minutes.

THIS GYM BECOMES A LUNCHROOM IN 15 MINUTES



The Springfield Junior High gym takes care of 320 students during the lunch hour. Afterwards, tables are removed quickly, a quick sweeping, and the gym is ready for phy. ed.

THIS GYM BECOMES A LUNCHROOM IN 15 MINUTES



The Maple Elementary uses 14 Erickson Fold-A-Way tables, with capacity for 280 youngsters. Tables are stored in small room just off the gym. Note orderly appearance of lunchroom . . . no jumble of tables and stools.

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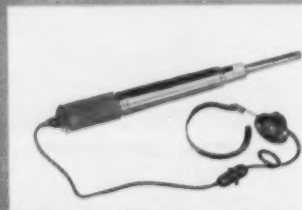
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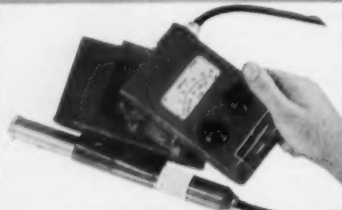
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corded at a series of conferences for lay citizens held in New York at the 1955 summer session of TC.

Each broadcast was tape-recorded on the Columbia campus following the actual classroom session. The professor gave the highlights of the lecture he delivered earlier and three or four students took part in discussion.

Professor and NBC producer jointly selected student participants on the basis of articulateness in the previous classroom discussion of the subject.

Aim of series

"The aim of the series," reports Producer Doris Corwith, "is to help listeners understand the problems facing the public schools—the boards of education, the superintendents, and the teachers—and to show what the average citizen can do to share in the development of public education in this country."

Previous programs covered topics like "What are the 'Big Issues' in Education Today"?, "Who Makes Policy for the Public Schools"?, "To What Extent are Modern Teaching Methods Based on Reliable Knowledge About Learning"?, "What are the Essentials of a Good Public School Program in 1955"?, "What is the Responsibility of the Public School for Fostering Mental Health"?, "How Do Our Public Schools Teach Citizenship"?

Miss Frances Tells Parents About Teacher Shortage

NEW YORK—Miss Frances of the Ding Dong School is using her daily daytime television program to encourage the aid of parents in tackling the nationwide teacher shortage.

Frances Horwich, known on TV as Miss Frances, took up this subject twice a week recently during the parents' portion of the program.

She discussed the serious problem of the teacher shortage, and urged listeners to cooperate in encouraging friends and relatives to enter the teaching field.

"As a school teacher I want to

THE SCHOOL EXECUTIVE

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Welded, Heavy-Gauge Tubular Steel

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Die-formed, heavy-gauge, embossed for strength.

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With or without plastic face.

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Tubular frame, comfortably curved plywood seat and back.

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BODY WORKS

SPOTLIGHT

help recruit youngsters in colleg and get them into teaching," Dr. Horwich feels.

"I'd like to show what teaching consists of, to show that teaching can be fun.

"Also, I'd like to point out to parents their responsibility to the classroom teacher in the community," she adds.

An authority on early childhood education, Dr. Horwich is a specialist as well in elementary education, parent education and teacher training, and administration and supervision.

U.S., Canadian Educators Discuss Cooperation at SU

SYRACUSE, N. Y.—A score of prominent educators from Canada and the United States, meeting recently at Syracuse University for the first Canadian-American Administrators Workshop, focused their attention on ways of building closer cooperation between the two nations.

In informal morning and afternoon sessions, the 20 educators worked on problems dealing with education, trade and commerce mutually shared by the neighboring countries.

Virgil M. Rogers, dean of Syracuse University's School of Education, organized and directed the workshop, offered by the university's Division of Summer Sessions.

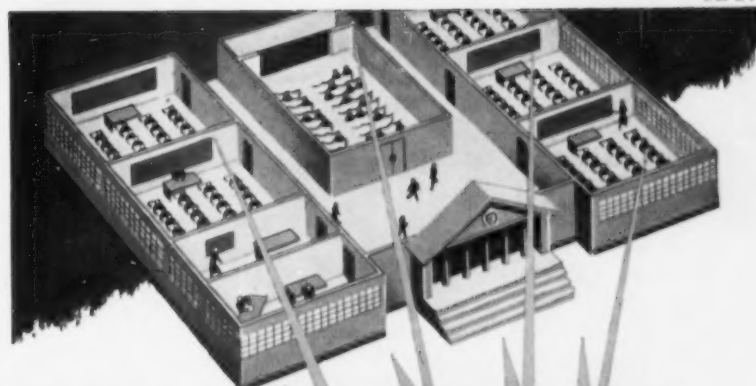
Closer relationships

"We hope this international workshop will be a cornerstone in building the closer relationship between the United States and Canada which is evolving out of such developments as the St. Lawrence Seaway Project," Dr. Rogers declared.

Overcrowding of schools and student and teacher exchange programs were two of the pertinent educational topics covered during the two-week workshop.

Views on vital issues concerning both the United States and Canada were presented by leading school administrators.

Dr. C. C. Goldring, director of



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SPOTLIGHT

education, Toronto, Canada, spoke on "Canadian-American Cooperation in Education on the Continent and Abroad."

"The Role of Schools in Preventing the Spread of Communism to the Western World," was the subject of Dr. H. I. Willett, superintendent of schools, Richmond, Va., and president, AASA.

123 School Bus Mechanics Attend Maintenance Classes

RUSSELLVILLE, Ark.—A five-day program on school bus maintenance was held on the campus of Arkansas Polytechnic Institute here recently.

The 123 students were school bus mechanics from Arkansas, who attended to learn new techniques and developments in vehicle maintenance.

Representatives of more than a dozen automotive and equipment manufacturers served as instructors

in courses that covered such subjects as motor repair, welding, brake service and painting.

This was the fourth such state-wide training session sponsored by the State Department of Education. Launched five years ago with a two-day meeting at one of the state's rural schools, the first program attracted only twelve mechanics.

Since the inauguration of the state-wide program, enrollment has grown steadily, with an increasing number of the state's school districts sending personnel.

According to Program Head, J. L. Eidson, state supervisor of school transportation, the program is showing good results.

"There has been a very definite improvement in the maintenance program at the local level," he said.

"About half of the schools operating buses now handle their own maintenance and repairs. By giving mechanics intensive practical training at our annual school, we give them exactly the kind of help they

Joins NYSCCPS staff



Amelie S. Rothschild, who recently completed her second term on the Scarsdale, N. Y., board of education, has joined the staff of the New York State Citizens Committee for the Public Schools as executive assistant.

With experience as teacher, board member, parent and civic leader, Mrs. Rothschild will aid local citizens groups, develop special programs and help Violet Edwards, executive director, in state-wide conference work.

SE-373

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need to safeguard a community's investment in buses."

Cooperating manufacturers have been very generous in sending trained personnel to teach at the school, Mr. Eidson pointed out.

This year, 21 representatives took part in the sessions.

Community Groups Study School Science, Math Needs

NEW YORK—Leaders in science, business, industry and education who are concerned with the teaching of mathematics and science in secondary schools met recently to talk things over with members of the board of directors of the New York State Citizens Committee for the Public Schools.

The group defined the problems facing metropolitan area schools and explored ways in which the citizens committee could be of help.

Represented at the meeting were groups like the Engineering Man-

more than a

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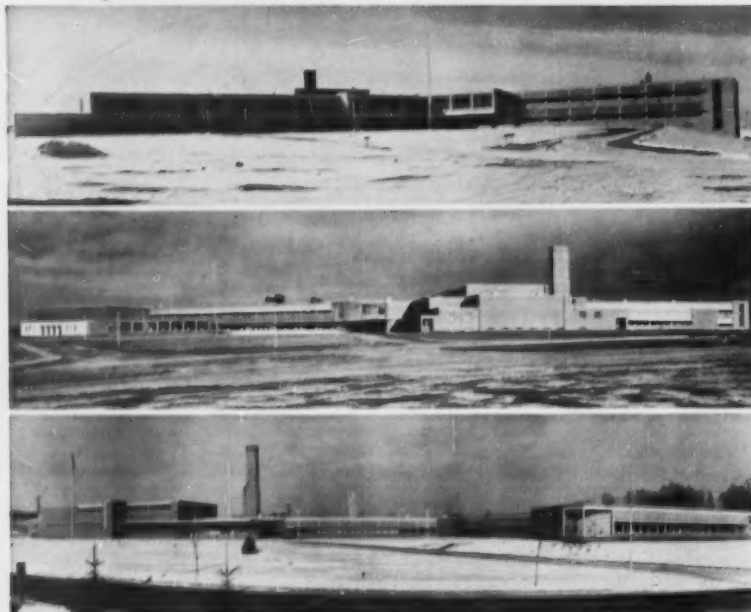
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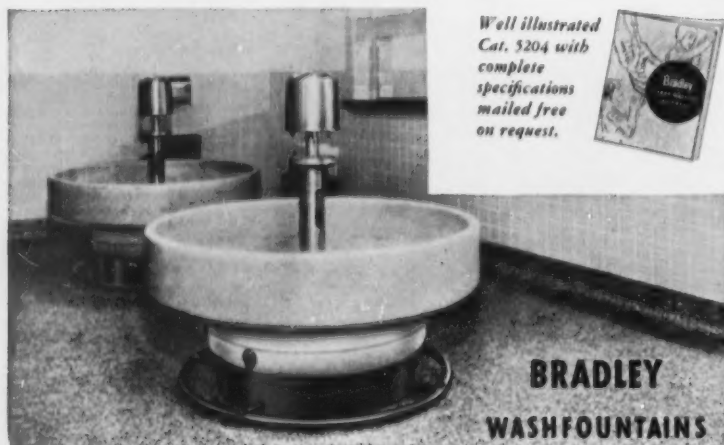


Top: Mounds View H.S., New Brighton, Minn. • Middle: Minnetonka H.S., Minneapolis.
Bottom: Alice Smith Elem. School, Hopkins, Minn. Architects for above schools, Bissell & Belair, Minneapolis

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SPOTLIGHT

power Commission, National Research Council, Scientific Manpower Commission and the Basic Physical Sciences Committee of the Alfred P. Sloan Foundation.

The following educators were also present: C. C. Dunsmoor, director, Board of Cooperative Educational Services, First Supervisory District, Westchester County; Howard V. Funk, superintendent of schools, Bronxville and Archibald B. Shaw, superintendent of schools, Scarsdale.

Chairman of the discussion was Maynard M. Boring, manager, Technical Personnel Division, General Electric Corporation and a director of the citizens committee.

Five Administrators Win Midwest Staff Position

CHICAGO—The first administrators to be prepared for leadership positions in educational administration at the Midwest Administration Center of the University of Chicago have been selected.

Five educators have been chosen from a group of 50 nominees from 21 states and Canada to fill staff associate positions for two years with the Center under its new program financed by the W. K. Kellogg Foundation.

Recipients of the awards and the positions formerly held by them are: Thomas R. Bowman, principal, Liberty Township Schools, LaFontaine, Ind.; Merton V. Campbell, supervising principal, Muscoda Public Schools, Muscoda, Wis.; E. H. Gilbert, coordinator of teacher education, State Department of Education, Oklahoma City; Roy A. Larmee, principal, Waterford Township High School, Pontiac, Mich., and Robert P. Moser, superintendent, Independent School District No. 1, Columbus, Wis.

The staff associates will participate in a continuing seminar at the University of Chicago designed to bring to them current thought and research findings in educational administration, sociology, psychology, economics, anthropology, and other

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Growing trend in teaching

More schools than ever are offering organ courses, and most teach the popular Hammond. Students find its vast range of tones and tone combinations fascinating. Practice won't disturb other classes, for the Hammond Organ can be played whisper-soft, or used with earphones.



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The Hammond Organ provides a beautiful background for choral groups. Widely used for band and orchestra work, too. Its remarkable versatility makes the Hammond suitable for music of any kind. And there's never any tuning expense, for a Hammond *can't* get out of tune!

UPSTAIRS, DOWNSTAIRS, all through the school—the Hammond Organ contributes immensely to daily activities and special occasions such as assemblies, programs, athletic events and social gatherings. Any faculty member or student who plays the piano can quickly learn to play a Hammond.

The Hammond dealer in your community has a model to fit your needs, your budget. And prices begin at \$1,350 f.o.b. Chicago, for the Spinnet. Visit or phone him soon for a complete demonstration of the Hammond Organ. No obligation.

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CHELSEA, MASSACHUSETTS

SPOTLIGHT_____

related fields as they pertain to administration.

Francis S. Chase, director of the Center and chairman of the University's Department of Education, announced that the group will become acquainted also with the knowledge and experience gained through research undertaken by Cooperative Program in Educational Administration.

In the course of the seminar, considerable attention will be given to developing a general theory of administration.

Help conduct clinics

The staff associates will assist in conducting clinics held at the Center for faculty members of colleges and universities concerned with problems in the programs of preparation which their institutions offer in educational administration.

Similar clinics may be held for groups of school administrators faced with administrative problems.

The staff associates will also assist in conducting the conferences in administration held periodically by the Center.

Likewise, they will engage in research, the dissemination of research findings and individual programs of study which will permit them to complete the requirements for the Ph.D. degree.

Dr. Chase has announced that a total of approximately twelve to fifteen persons will serve as associates during the four-year period of the program. Another group will be selected in the spring to join the original associates in September, 1956.

Lawler Named MENC Exec. Sec'y at Chicago

CHICAGO—Vanett Lawler, associate executive secretary, Music Educators National Conference for more than 20 years, was appointed executive secretary of the organization by the MENC Board of Directors during the NEA convention in July.

Miss Lawler was music education consultant of the Pan American



Every major school bus body builder in the country builds bodies for Ford Chassis

Now here...

with more safety features than ever!

New 1956 Ford School Bus Safety Chassis

NEW tubeless tires for greater blowout protection...standard on all models.

NEW Lifeguard steering wheel has deep-center structure to cushion impact in event of accident.

NEW thicker brake linings give longer brake life.

NEW front axles have been increased in size for more strength and safety.

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NEW, more durable transmissions are Synchro-Silent type for easier shifting.

PLUS more horsepower per dollar than any other school bus line!

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For '56, Ford offers 5 safety chassis on 4 wheelbase lengths with capacities up to 66 passengers... 5 Short Stroke engines, 4 Y-8's and a Six, from 133 h.p. to 175 h.p. *More safety features than ever* to meet or exceed the rigid safety standards set by the National Education Association. Read the whole story by sending in coupon—or call your Ford Dealer today.

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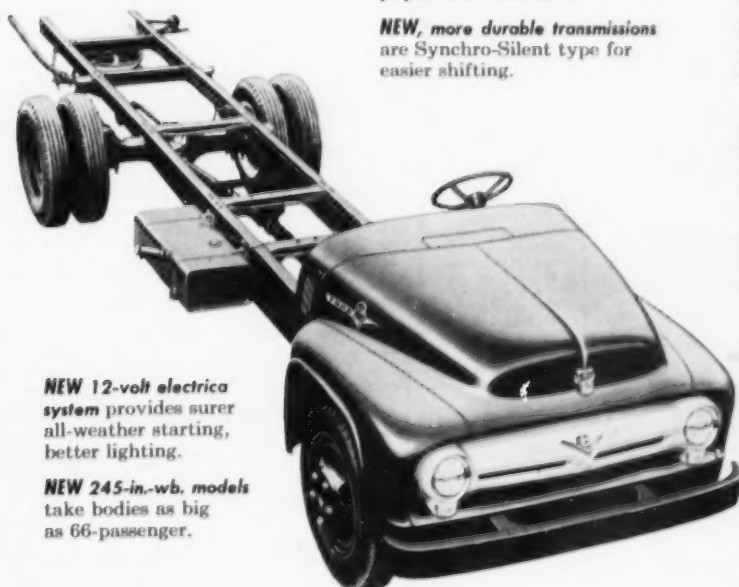
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Features: • Light Weight • Stacking • Modern Design
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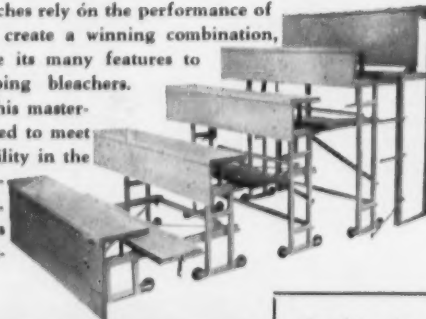
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As coaches rely on the performance of each player to create a winning combination, so does Leavitt combine its many features to perfect the finest in telescoping bleachers. And Leavitt scores again with this masterpiece of engineering . . . designed to meet the requirements of great versatility in the gym area. Check feature for feature . . . you'll agree . . . Leavitt Telescoping Bleachers are the answer to your gym seating requirements.



✓ **GREATER SAFETY**

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This all steel under-structure has greater durability with Scientifically placed Cross-bracing giving better rigidity and stability.

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The only telescoping bleacher that telescopes and extends by rolling at both floor and understructure levels.

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SPOTLIGHT

Union from 1941 to 1946, and in 1947 served as acting head of the Arts and Letters Section of UNESCO in Paris.

From 1949 to 1950, she was chief, Division of Education, Pan American Union, and is currently a member of the United States National Commission of UNESCO.

NAPSAE Given Department Status by NEA Assembly

WASHINGTON—The newest department in NEA is the National Association of Public School Adult Educators, granted department status by the NEA Representative Assembly at Chicago, July 6. NEA now has 30 departments.

New officers of the department are: R. J. Pulling, chief, Bureau of Adult Education, Albany, N. Y., president; Ralph Crow, director of adult education, Cleveland, vice-president, and Margaret Kiely, director of adult education, Fitchburg, Mass., secretary-treasurer.

Robert A. Luke, assistant director, NEA's Division of Adult Education Service since 1949, will also serve as executive secretary of the new department.

John H. Bigger, who is assistant executive secretary of the Adult Education Association, has the same post in NAPSAE.

European Schools Stress Intellect, Texas Prof Finds

AUSTIN, Texas—The greatest difference a group of traveling Texas high school teachers observed while comparing European secondary schools to American is the European "detachment from the work of the world."

J. G. Umstattd, professor of secondary education and director of the project, declared that European secondary schools are "interested entirely in intellectual development.

"They have nothing to compare to our pupil activity programs, such as clubs, organized sports, dramatics



Classroom and corridor of Heathcote School, Scarsdale, N.Y.
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A milestone in school architecture, the Heathcote School of Scarsdale, N. Y., is a Citizens' Committee's dream come true: Little-schoolhouse atmosphere . . . ultra-modern facilities . . . rare economy. Small wonder, with its advanced design, that the architects selected Acousti-Celotex Sound Conditioning for every classroom and corridor of this unusual school. The resulting *quiet comfort* promotes better hearing, better study habits for young minds . . . checks disturbing clatter in halls and rooms . . . helps both students and teachers to progress.

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Mail Coupon Today for a Sound Conditioning Survey Chart that will bring you a free analysis of the noise and acoustical problems in your school, plus a free factual booklet, "Sound Conditioning for Schools and Colleges." There is no obligation.

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MAIL NOW!

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 120 S. LaSalle St., Chicago 3, Illinois

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SPOTLIGHT

and student activities."

In European secondary schools the students are segregated into schools by their ability, Dr. Umstätt pointed out.

"In the comprehensive American schools," he said, "our differences are taken care of under the same roof."

In England and Scotland, Dr. Umstätt said he detected a slight tendency on the part of the secondary schools to model themselves after the American system.

He did not find this so in other countries he visited.

Erie Tells Parents About Reading Readiness

ERIE, Pa.—*Is Your Child Ready?* is the title of a brochure published by the school district of this city to explain to parents the factors involved in reading readiness.

The title page bears the slogan "Home and School Share in Readiness," and the first inside page contains a letter to parents from John M. Hickey, superintendent of schools.

Dr. Hickey explains that "parents' cooperation is important," and urges them to continue reading to their children at home.

The rest of the brochure raises some questions under titles of physical, social and mental readiness, to help parents decide how their children are benefitting from the school experience.

American Assembly Publishes Books on Current Issues

NEW YORK—The American Assembly, a program of continuing conferences which bring together labor, business, farm groups, the professions, political parties and government to discuss issues of national importance, has printed several publications.

These cover subjects like inflation, economic security, the United Nations, Federal Government service, farm policy and problems of state government, discussed at conferences

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FoldeR-Way
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Fully Automatic FoldeR-Way Partitions, designed and constructed to fit any size area, are electrically operated, opening and closing smoothly and silently at a turn of the switch key. Each partition section automatically locks

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For greatest space flexibility, smooth and silent operation, and years of trouble-free performance, more and more architects and school boards are specifying R-W Fully Automatic FoldeR-Way Partitions. Write for Catalog A-99 and get complete details showing how FoldeR-Way can help solve your space problems.



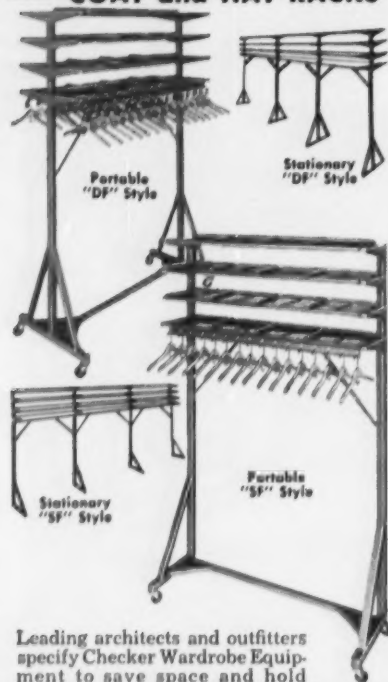
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EQUIPMENT • INDUSTRIAL CONVEYORS &
CRANES • SCHOOL WARDROBES & PARTITIONS

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SCHOOL EQUIPMENT DIVISION
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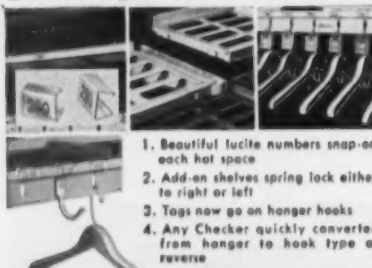


Leading architects and outfitters specify Checker Wardrobe Equipment to save space and hold wraps in an efficient, sanitary and orderly manner. Hats rest on high ribbed, slotted shelves. Spaced hangers keep coats apart, open to light and air, visible and instantly available. SF Style units accommodate 4 or 5 persons per foot. DF style units accommodate 8 or 10. 3'2", 4'2" and 5'2" long "portable" units go wherever needed on large casters. "Stationary" units come on glides and can be anchored to floor. "WM" Style racks mount directly on any wall. All Checker racks are correctly engineered to interlock on left or right and to stand up under a full load. They will not tip over, sag, sway, creak or wobble. Built for lifetime service of strongly welded heavy gauge steel and square tubing and beautifully finished in modern baked on colors. They are vermin-proof and fireproof.

Style WM wall RACKS



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VOGEL-PETERSON CO.
1127 W. 37th Street • Chicago 9, Ill.

SPOTLIGHT

on these topics at Arden House, Harriman, N. Y., home of the Assembly.

Individual copies of the publications are furnished without charge by Education Department, The American Assembly, Graduate School of Business, Columbia University, New York 27, with which the Assembly is associated.

U. S. Office Booklet Studies State Structure, Control

WASHINGTON—The structure and control of public education at the state level is the subject of a new publication issued recently by the U. S. Office of Education.

Titled *The State and Education*, the publication reports data for each state and the territories of Hawaii and Alaska.

Prepared by Fred F. Beach, chief, state school administration, and Robert F. Will, research assistant in the U. S. Office, the booklet is the

result of work by many national and state leaders in educational administration.

"This study was undertaken to provide information for states faced with the task of reorganizing and revitalizing their administrative machinery for the improvement of public education," declares S. M. Brownell, commissioner of education.

"The report shows the results of efforts to extend public education to larger numbers of children and adults, and also to improve the quality of educational offerings, with renewed emphasis upon control of public education by the people in their own communities and states."

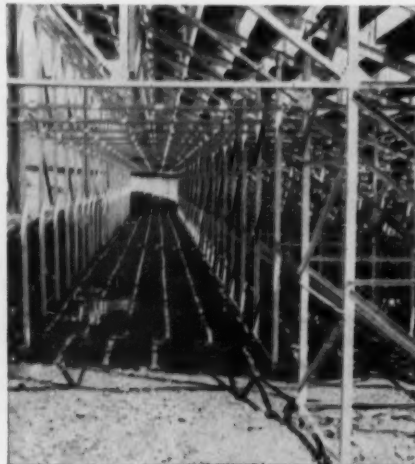
U. of Texas May Give Technical Assistance to India

AUSTIN, Texas—If contracts between the government of India and the United States can be worked out, the University of Texas will furnish four technical assistants to act as advisors to the Indian Ministry of Education, reports L. D. Haskew,

SE-387

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BLEACHERS**



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Easy to install, designed so additional sections can be added, and planned for future installation of shower facilities this Snyder Steel Stand is safe, economical and practical.

If you are considering a similar installation or need help in planning, consult our engineers. They will gladly help you with your grandstand or bleacher problems.

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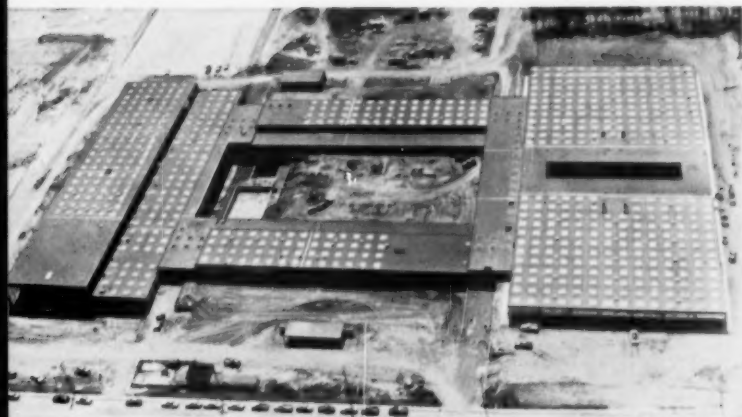
P. O. Box 14, Buffalo 5, N.Y. • P. O. Box 2390, Birmingham 1, Ala.



The new Hillsdale High School, San Mateo, California, was planned by John Lyon Reid and Partners (architecture-engineering). Rothschild, Raffin & Weirick and Northern Constructors, General Contractors. Thomas F. Reynolds, Dist. Supt. of Schools.

A salute

to the school with America's
newest, most modern
daylighting system



▲ An aerial view of the building during construction shows pattern of Toplite Panels.



◆ Close-up photo of some of the 661 Toplite Panels in the Hillsdale School.

This new Hillsdale High School, which is opening its doors this Fall, brings to architecture a bold new concept in school design.

Here is a school that will keep pace with changes in curriculum—changes in age groups and population. Portable walls allow large classrooms to be easily subdivided and small classrooms to be readily enlarged.


The key to this extreme flexibility is that each 14 by 14 foot area is self-sufficient as to its daylighting, heating, and ventilating. Because of this new and different utilization of floor space in the Hillsdale School, the traditional use of windows for lighting was ruled out. O-I Toplite Roof Panels were the answer.

There are 661 Toplite Panels in the Hillsdale High School Building—providing proper light for every classroom and for every *part* of the classroom at any time of the year. Although the Hillsdale project is the largest single use, up to now, of O-I Toplite Panels, they have been proved by architects and builders for other institutions, factories, and even for homes.

Free Booklet.

The complete story of this great new advance in efficient utilization of free daylight is available. Write: Kimble Glass Company, subsidiary of Owens-Illinois, Dept. SE-10, Toledo 1, Ohio.



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WITH A WORLD OF USES IN YOUR SCHOOL

for Music Appreciation Record Sessions
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For the first time—your school can enjoy the tremendous advantages of the PRESTO Pirouette turntable...which has created a sensation in the professional field.

A truly revolutionary mechanism, the Pirouette offers quality reproduction of sound...plus incredibly simple operation...in a modestly priced turntable that fits easily into school budgets.

Feature for feature, the Pirouette proves its superiority! Compare—you'll see why this turntable is considered the crowning achievement of PRESTO—world's largest makers of precision recording equipment.

- Improves record performance immensely—gives your sound system professional quality.
- Has super-streamlined 3-speed shift—a simple sideways flick selects 33½, 45, 78 rpm.
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- Famous quality features—extra heavy weight, wide bevel, cast aluminum 12" table, covered in non-slip cork.
- Built to take hard knocks of school use—constructed by professionals from finest materials.
- Simple to install—only rectangular cut-out needed. Simple to incorporate into your present sound system. **only \$53.50**

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Compare this superb tape recorder value with anything else on the market. SR-27 has PRESTO'S famous 3-motor drive...separate record, erase and play-back heads...fast forward and rewind. No take-up clutch. No idler pulleys. Complete with A-920 amplifier (preamp equalizer and 10 watt amplifier) only \$485.



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FOR ANY SIZE BAND, ORCHESTRA or CHORUS

Custom-built to fit your band, orchestra, or chorus. Sturdy. Safe. Guaranteed. Set up fast... take down quickly... store compactly. Also combination risers and portable stages for any event or performance. New 1954-55 catalog illustrates many types of risers, portable stages, sousaphone chairs, variety shows, and other items.

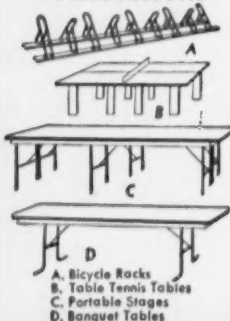
Wenger... top name in risers!

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20 Wenger Bldg. • Owatonna, Minnesota
RISERS • PORTABLE STAGES • SOUSAPHONE CHAIRS

OTHER PRODUCTS



A. Bicycle Racks
B. Table Tennis Tables
C. Portable Stages
D. Banquet Tables

SPOTLIGHT

University vice-president.

Dr. Haskew, who is also College of Education dean, declares that these assistants will be the purchasing agents for supplies and equipment needed in India's secondary schools.

He just returned from a three-week visit to India where he explored the possibility of the University giving such assistance to that nation's rapidly expanding secondary school system.

India is desperately revamping its secondary educational system to produce the leaders it will need for the next 20 to 40 years, Dr. Haskew explained.

"The world is turning on a pivot which is located in India, and the type of leaders she produces will make a tremendous difference in world affairs," he said.

Indian people, who for centuries waited for "answers from the top," are now aware that they need better trained people in their secondary schools to prepare students for future leadership in civic, religious, industrial, agricultural, political and educational endeavors, Dr. Haskew pointed out.

The Indian government has recently tripled its appropriations for secondary schools in a move which Dr. Haskew termed "courageous."

Their hope is to train people who can take care of their problems at the grass-roots level.

Back to School Night Becomes Forum for Parents

NORTH HALEDON, N. J.—In this urban Passaic county community, Back to School Night has evolved to the status of a forum in which local parents can observe and discuss teaching and learning techniques in the basic skills of the school program, reports Memorial School Principal Harold L. Ritchie.

Many PTA's in the northeastern United States hold annual Back to School Nights. North Haledon par-



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the most economical type of
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And savings, of course, on maintenance. **MATICO**'s smooth,
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Choose from 29 rich, clear colors ... an unlimited variety
of designs and patterns ... all calculated to make drab
rooms and corridors brighter and more cheerful. Hundreds
of modern schools across the land have made ... and are
making ... this choice year after year.



SPOTLIGHT

ents felt this offered an opportunity to help them better understand how and what their children are learning, Mr. Ritchie explains.

A request was made through the PTA executive committee that a Back to School Night be held in March. A program devoted to some phase of arithmetic was suggested.

250 parents attended

Approximately 250 parents turned out on a dreary, rain drenched, cold night to witness the program. The principal received a well-polished apple from an ex-teacher from Bridgeport, Conn. and a generous "needling" from the mayor who was called upon to go to the blackboard and write the definition and syllabic breakdown of the word "fraction."

When the bell rang for re-assembly and refreshments, reaction ran high in favor of this type of program, Principal Ritchie reports. A sample

questionnaire testing parent reaction found that parents considered this program highly worthwhile.

Telephone reaction the following day ran in the same vein. Faculty members cited the program as a constructive step toward the further cementing of home-school relations.

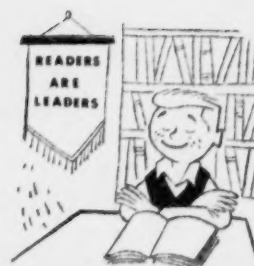
Suggestions made by the parents on the questionnaire ran the gamut of requests for the same type of class demonstration with children, to congratulations on a show of courage, according to Mr. Ritchie.

Library Club to Encourage Students to Read More

NEW YORK—A new plan, which will offer badges, pins and certificates to encourage local students to read more books, has been developed here.

The plan will begin in October in three Lower East Side schools, with nation-wide coverage expected by next spring.

Called the Library Club of Ameri-



ca, Inc., the non-profit group is sponsored by school officials with the cooperation of the Book Manufacturers' Institute.

It will seek to increase reading among eight- and fourteen-year-olds, and will be started in Public Schools 63, 177 and 188. About 92 classes with an average of about 30 to a class will be included.

Children of this age group tend to conform to patterns. The aim will be to make book reading so attractive and rewarding that readers and non-readers alike will enjoy books more, according to Sidney Satenstein, chairman of the Book Industry Committee of the Book Manufacturers' Institute.

The schools include students of mixed nationalities and social and economic background, he said.

Any student who reads four books of the prescribed list will be awarded a pin with the legend "Library Club of New York" and the club's motto "Readers are Leaders."

This group will also receive a certificate signed by the principal and teacher stating that the student has read four books and is entitled to wear a pin and to membership in the Library Club.

If the student reads six additional books he then becomes an Honor Member, and receives another certificate and a goldplated badge.

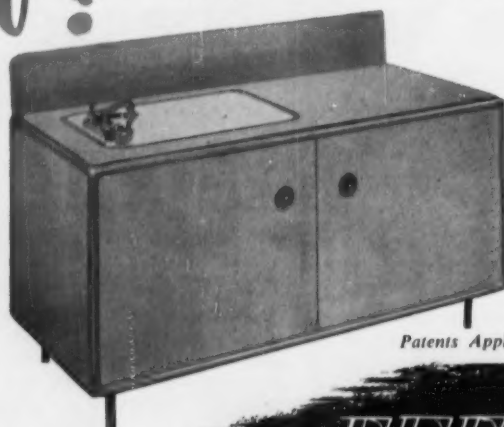
If he then reads eight more books he becomes a Life Member upon signing a pledge to read not less than two books a month thereafter.

He also becomes eligible to serve on a Library Advisory Council of his school which will meet monthly to discuss library uses and books.

Any class with 75 percent or more membership will receive an attractive banner to hang on the wall with the same legend "Library Club of New York—Readers are Leaders."

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SE-392



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Sensational! . . . in design, construction, economy. Sink units, storage cabinets, and other modular units you can easily move to adapt room layouts to changing needs. Nothing else like it anywhere near the price. Tubular steel framework, wood panels, plastic work surfaces—beautifully finished!

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New heating systems provide the warmth and eliminate drafts, but only you, with regular, thorough maintenance, can be

sure the floors are as clean as they ought to be. Cleaning products have progressed with the times. We have the cleaners and waxes necessary to keep your floors clean, attractive and safe . . . and our "know how" in maintenance methods can be yours for the asking. If your cleaning program needs to be modernized to fit your teaching methods, write us for help.

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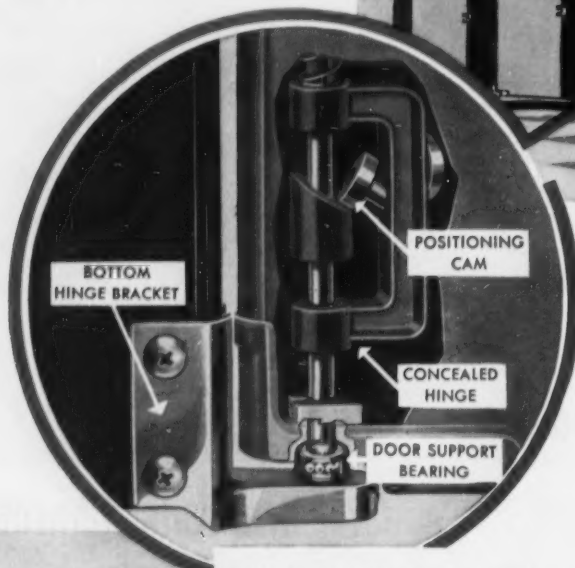
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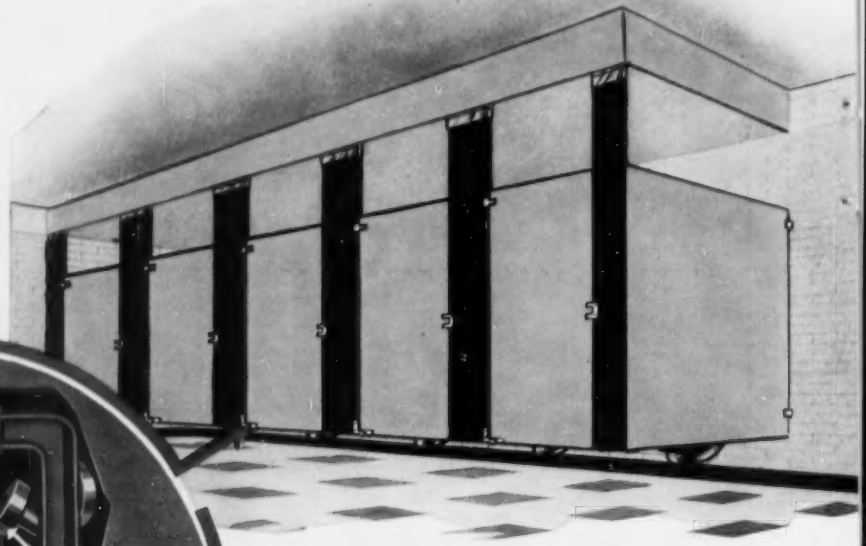
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THE SANYMETAL 7700 HINGE is an adjustable controlled-action hinge which supports the door wholly on a thrust ball-bearing. The hinge is concealed within the door thickness—tamper-proof and dirt-proof. The position control is a separate spring-loaded ball-bearing roller and cam, supporting no weight. Constructed thus the door does not rise or lower as it swings. Anti-friction bearings make motion easy, and bearings are of "Oilite" and graphite types, requiring no lubrication.

LABORATORY CERTIFIED: To test the Sanymetal 7700 Hinge, an independent nationally known laboratory mounted a Sanymetal door from stock in the usual way using a Sanymetal 7700 Hinge taken from stock at random. After the test, the laboratory checked the positioning, motion and alignment of the door, then disassembled and inspected the hinge parts, and reported "all working parts in satisfactory condition."

*This long-life feature is
STANDARD at no extra cost on all
types of Sanymetal Compartments.*



MANY quality construction features found in *all* Sanymetal Toilet Compartments mean longer satisfactory service. These features result from Sanymetal's 41 years' experience manufacturing compartments. Be sure you get this quality.

A feature to look for is the Sanymetal 7700 *Bottom Hinge* on compartment doors. Notice that it is concealed within the normal thickness of the door, having no cumbersome exposed hinge mechanism. Thus it produces clean, architectural door lines. It is a longer lasting, easier working, more reliable hinge. In independent laboratory test this hinge, mounted in a door, was opened and closed 301,000 times. After this test the door still operated perfectly and the hinge showed no noticeable wear!

This hinge, contributing to long satisfactory service, is one of many special features standard at no extra cost on all Sanymetal Compartments. Ask your Sanymetal Representative about all these features not offered by others.

See Sweet's or send for Catalog 92, describing all Sanymetal Compartments. If you wish, we will mail other advertisements of this series on quality construction details.

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CONFERENCES

on education

ARIZONA

Held April 25-26. Regional conferences being held, with second state conference October 17-18.

ARKANSAS

Tentatively planned for week of October 15.

CALIFORNIA

To be held September 30-October 1.

COLORADO

Regional meetings held before April 30; statewide conference held September 12-13.

CONNECTICUT

Held Nov. 30-Dec. 1; six regional conferences in April and May, second state conference in December.

DELAWARE

To be held October 8.

FLORIDA

Held September 28-29.

GEORGIA

Held in September.

IDAHO

Held September 26-27.

ILLINOIS

Held September 30-October 1.

INDIANA

Scheduled for October 24.

IOWA

Held December 9-10; second state conference on October, 30.

KANSAS

Held December 9; a second state conference in the fall.

KENTUCKY

Held September 21-22.

LOUISIANA

To be held last week of October.

MAINE

Six regional meetings in September and October after conference of school superintendents; no statewide conference.

MARYLAND

Held June 24-25.

MASSACHUSETTS

Held September 8-10.

MICHIGAN

Held May 18.

October, 1955

SE-395



UNIQUE Weldwood Chalkboard attracts magnets, doubling as bulletin board and visual aid board. Weldwood Aluminum Chalkboard Trim is easy to apply, low in cost. Rochambeau School, White Plains, N. Y. Inst. Kallfax, Inc., New York City, Arch. Shirley & DeShaw.

New kind of chalkboard is easy on young eyes, easy on school budgets



BUILT-IN lockers of beautiful Weldwood natural birch encourage neatness and order. South School, New Canaan, Conn. Architect: Sherwood, Mills and Smith.

And it's guaranteed for the life of the school!

You're looking at a completely new idea in Chalkboard for schools—yet one that's been proved in hundreds of installations. It's Weldwood Chalkboard—a porcelain-faced steel* sheet bonded to strong, rigid plywood that is backed with a sheet of aluminum for balanced construction. Chalk glides easily and noiselessly over its velvety surface. Its glare-free green color makes reading easy—and it never requires refinishing. Installed cost is usually less than for ordinary chalkboard; maintenance expense is nil. It offers a wide range of advantages for commercial and industrial uses too. Like to know more? Ask your architect (he'll find all specifications in Sweet's Files), or send coupon for details.

*Porcelain faces by The Battinger Corp.

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NAME.....

ADDRESS.....

CITY..... STATE.....

MINNESOTA
Held May 23-24.

MISSISSIPPI
To be held around October 1.

MISSOURI
Held August 22.

MONTANA
To be held October 7-8.

NEBRASKA
Held Nov. 22; follow-up conference
under consideration.

NEVADA
Tentatively planned for November.

NEW HAMPSHIRE
Held June 6.

NEW JERSEY
Held May 20-21.

NEW MEXICO
Held July 11.

NEW YORK
Held September 19-20.

NORTH CAROLINA
Tentatively planned for October.

NORTH DAKOTA
To be held October 3-4.

OHIO
Two state conferences, July 20-21
and October.

OKLAHOMA
To be held October 18.

OREGON
Held June 15-16.

PENNSYLVANIA
Held April 14-15.

RHODE ISLAND
To be held November 2.

SOUTH CAROLINA
To be held between October 1 and
15.

SOUTH DAKOTA
Held July 13-14.

TENNESSEE
To be held September 13-14.

TEXAS
To be held October 31-November 1.

UTAH
To be held about October 10.

VERMONT
Held September 16-17.

VIRGINIA
Held August 31-September 2.

WASHINGTON
Held Nov. 22-23, 1954.

WEST VIRGINIA
Held September 22-23.

WISCONSIN
Held June 27-28.

WYOMING
Held Nov. 19-20, 1954; follow-up
meetings planned for December.

DISTRICT OF COLUMBIA
Held May 26.

ALASKA
Planned for October 19.

HAWAII
Held June 29-30-July 1.

PUERTO RICO
Held in September.

VIRGIN ISLANDS
To be held in October or November.

SE-396

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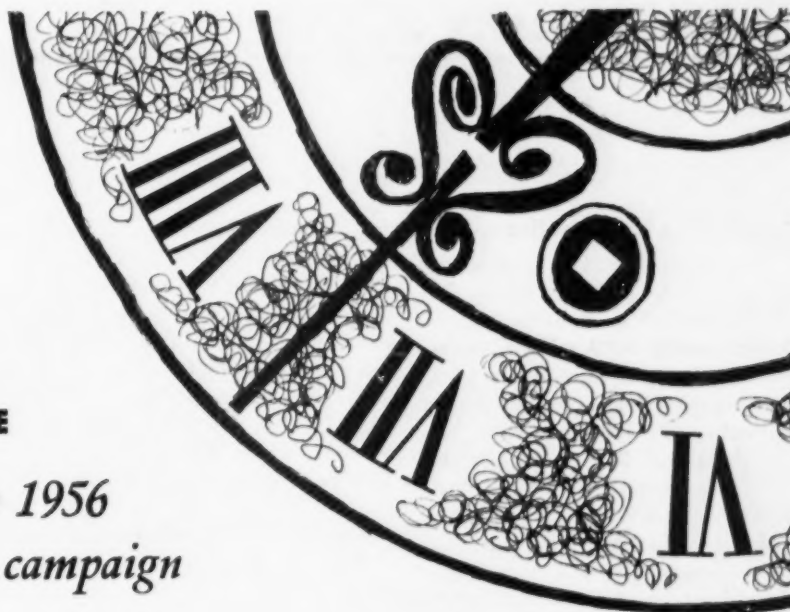


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\$109 million for education

The major federal appropriations for educational programs granted by the first session of the 84th Congress totaled nearly \$109 million, exclusive of funds for veterans education and for general research and development.

This in itself is a record of some kind, since only a little more than \$99 million were requested for these educational purposes in the President's budget. Most of the educational ledger is still in red ink, but a careful roundup shows that the early actions of the second session may shift the record to the credit side.

Although the Senate moved faster than the House of Representatives toward school construction legislation, the House, breaking a precedent of many years, moved farther, reporting out a bill which came just too late for consideration in the competition of the last minute rush before adjournment. (See September, page 86).

Advocates of measures in both bodies of Congress are poised for action when the first roll call of the second session is held in January. With the Wainwright (R.-N.Y.) anti-segregation amendment eliminated, and the failure of the proposal that schoolhouses erected under the terms of the reconstruction bills be paid for at wage rates specified by previous acts, there is more room than usual for optimism.

The college housing loans, provided for in Public Law 345, were liberalized to permit funds to be expended for dining halls, cafeterias, student unions, or other buildings closely related to dwelling facilities. The college loan fund itself was raised to \$500 million of which \$100 million is available for buildings needed for the auxiliary services.

Attention continues on the part of government with regard to assisting

federally-affected areas. The Public Law which authorizes payments to local school districts for maintenance and operation of the schools in such areas, due to expire mid-year 1956, has been amended to extend aid to 1957. The action was taken to enable districts benefiting from the measure to plan their programs well in advance of the expiration date.

Channels for education

Educational television occupies a more prominent position on the capital scene than usual. The Joint Committee on Educational Television is pushing its case before the Federal Communications Commission to protest the appeal of a commercial organization in Des Moines for a permit to telecast on an education channel assignment there. Meanwhile, proposals have been advanced for a reorganization of efforts to hold fast the 258 educational television channels now restricted for education.

Reasons advanced for the reorganization are overlapping purposes and activities. Some of these are recognized, as various groups join the Joint Committee on Educational Television in urging use of the channels which the hearings, held under the auspices of JCET, originally made available for educational use.

The nub of the present proposal is that the Joint Committee become a "Joint Council" which would include representation for most of those now interested in some phase of educational television. The new group, if organized, would have a unified office located in Washington. The reorganization would not be effected without much argument, since each educational area now represented will struggle for influence as strong as that which it now enjoys.

Honoring Miss Hennock

Frieda B. Hennock, who recently resigned as a member of the Federal

Communications Commission, was praised at a dinner held in her honor and attended by nearly 500 leaders in government, broadcasting and education. Presiding was Senator Estes Kefauver from the Davy Crockett state.

Principal point of speeches made, including that of the retiring commissioner, was the maintenance of the 258 educational television channels "with no time limitations whatsoever."

Building needs high

Efforts are still being made to unravel the confusion which arose from the testimony of former Secretary of Health, Education, and Welfare Oveta Culp Hobby before the House Committee on Education and Labor regarding the prospective classroom deficit for the school year 1959-60.

The gist of her testimony was that, by the date named, there would be a deficit of 176,000 classrooms rather than the previously estimated 407,000.

The new estimate was based on the confidence of the Secretary that 300,000 schools would be built before 1959-60.

The Architectural Record has just completed its own study of school building needs based upon estimates from chief state school officers. The report of that study indicates that, three to one, these officers felt that there had been no reduction in classroom needs brought about by enrollment increases and replacement requirements.

One-fourth of the replying school officials said that the needs have in fact increased.

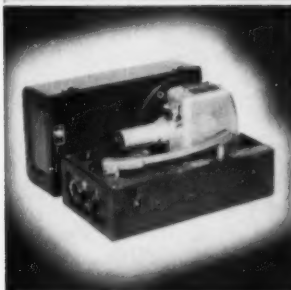
The *Record's* survey shows that the needs are much greater in metropolitan areas, or fringe areas close to them. Also, according to the study, "the picture reflects population shifts from central to western states."

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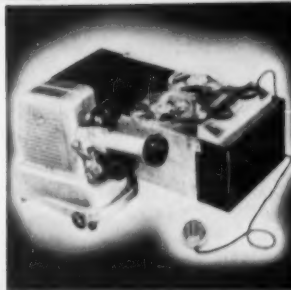
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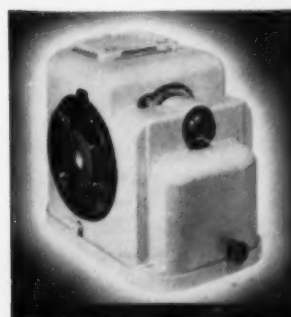
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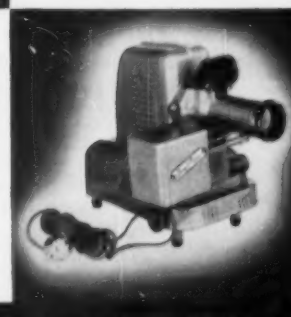
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recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

The Juvenile in Delinquent Society

By Milton L. Barron, *Alfred A. Knopf, New York, 1954, 349 pp., \$5.00.*

The underlying causes of delinquency in America are viewed as being rooted in our social structure.

Competition, attaining success, accumulating wealth, and similar national characteristics are discussed as provoking wrong-doing. The solution of the problem requires basic changes in our culture, rather than panaceas.

Drawing on theory and research from several fields in addition to sociology, the author deals with the scope and causes of delinquency as well as the reactions of society to it.

The book is written primarily as a text for courses on criminology and juvenile delinquency.

Education and Anthropology

Edited by George D. Spindler, *Stanford University Press, Stanford, California, 1955, 302 pp., \$5.50.*

This book consists of thirteen papers read at a conference at Stanford University in 1954, and a verbatim report of the discussion of these papers.

The chief justification for the conference is in these observations made by Education Professor I. James Quillen in the introductory address:

(1) Education, in the broad sense, is a process through which a culture perpetuates itself; (2) The school is one important educative institution, and to understand its function and role educationists must have a clear concept of the meaning of culture; and (3) Anthropologists are the students of acculturation and socialization, and their knowledge and procedures of inquiry can be of great help to school people.

To make clearer the contribution anthropology might make to educa-

tion, these topics were then developed formally by anthropologists and subsequently discussed, generally by educationists: "Models for the Analysis of the Educative Process in American Communities," "The School in the Context of the Community," "The Method of Natural History and Education Research," "Some Notions on Learning Intercultural Understandings," "Contrasts Between Pre-Pubertal and Post-Pubertal Education," "Discrepancies in the Teaching of American Culture," "Culture, Education and Communication Theory," and "The Meaning of Education and Anthropological Theory."

This reviewer has learned to expect lucid and significant writing from anthropologists and his expectations were not violated in this collection of papers.

—STEPHEN M. COREY
*Dean, Teachers College
Columbia University
New York*

Supervising Instruction in Secondary Schools

By Robert C. Hammock and Ralph S. Owings, *McGraw-Hill Book Company, 1955, 316 pp., \$4.75.*

A fine basic text on supervision stresses special problems of secondary school supervision.

Professor Hammock teaches at the University of Alabama; Professor Owings, at Mississippi Southern College.

The Finance of Higher Education

By John Dale Russell, *The University of Chicago Press, 1954, 416 pp., \$7.50.*

With this revision, a respected and popular book on the financing of higher education is brought up to date.

The author, at present chancellor and executive secretary of the board

of educational finance for New Mexico, summarizes research and suggests experience-based solutions to problems of college business and financial management.

Educational Psychology

Edited by Arthur P. Coladarci, *The Dryden Press, New York, 1955, 556 pp., \$3.90.*

Forty-six articles on educational psychology are selected from periodical literature and offered with minor abridgements.

Good "arbitrary" selection of articles and a good chart correlating them with respected textbooks in the field enhance the value of this book of readings.

Unit Teaching in the Elementary School

By Lavone A. Hanna, Gladys L. Potter, and Neva Hagaman, *Rinehart and Company, New York, 1955, 592 pp., \$5.50.*

The philosophy and practice of unit teaching are ably discussed.

A unit of work is depicted as the ideal framework by which teachers can offer, simultaneously, learning experience to meet all phases of children's growth needs.

The text contains a wealth of practical suggestions on planning and developing units.

Organization and Administration of Guidance Services

By Edward C. Reeber, Glenn E. Smith, and Clifford E. Erickson, *McGraw-Hill Book Company, New York, 1955, 294 pp., \$4.75.*

This authoritative and comprehensive textbook was revised from the 1947 edition to include and orient changes and growth in the guidance field in recent years.

The basic guidance services are discussed; organizational and personnel problems are considered.



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OTHER PUBLICATIONS AND PAMPHLETS

The editors have selected the publications listed below as worthy of the administrator's attention. Those of particular value appear in heavy type.

Instructional Program

Box Score on the UN: 1945-55, by the NEA Committee on International Relations, is a chart of major United Nations action. NEA.¹ Price: 10¢.

The Learning Process, another in the *What Research Says to the Teacher* series, presents questions and answers about learning which have proved helpful to many teachers. NEA.¹ Price: 25¢.

Criteria for Driver Education, by NEA National Commission on Safety Education, sets criteria for minimum time standards, teacher selection and preparation, instructional materials, and other characteristics of the driver program. Free to schools. NEA.¹

Flyer Listing Publications Issued by NEA Department of Classroom Teachers, acquaints classroom teachers with the many materials, free or inexpensive, available to them from their national department. NEA.¹

Choosing Free Materials for Use in the Schools, American Association of School Administrators, special pamphlet. A practical guide to help school administrators select and make use of the rising flood of free materials. NEA.¹ Price: 50¢.

Vocational education

Vocational Education in Distributive Occupations covers organization and operation of local programs. Vocational Division Bulletin No. 255.

¹Pamphlets published by National Education Association departments may be obtained by writing to 1201 Sixteenth St., N. W., Washington 6, D. C.

NEW! 'Sexauer' Monel Self-Locking bibb screw - 10 sizes do the work of 37!



NEW! 'Sexauer' Easy-Tite faucet washer with Fiberglass reinforcing

This nylon plug locks the screw automatically!

NEW! Amazing, patented screw and washer combination cuts faucet washer replacements 75%

- with each leak eliminated, you reduce water and fuel bills up to \$28.80 quarterly

Most faucet washer failures are caused by wrong length screws. 'Sexauer' Self-Locking screws* and Easy-Tite washers* - used together - cut costly washer replacements 75%! You save up to \$28.80 quarterly in water and fuel alone with each leak stopped. Here's how...

A screw too short for the tapping distorts and splits the washer when tightened; the washer works loose, is torn to shreds. If too long, it can't grip the washer; this ruins the washer and causes hammering in the water line.

Simplifies fitting problem—cuts installation costs

NYLON PLUG 'Sexauer' Self-Locking screws eliminate the problem of misfit screws. They lock automatically at the required depth as the nylon plug is compressed in the faucet thread. The washer is not distorted, is held firmly.

You can re-use Self-Locking bibb screws repeatedly. Made of Monel, they resist corrosion, never rust; heads won't twist off, screw driver will not distort the slot.

Self-Locking screws save time spent in fitting the proper length—10 sizes do the work of 37! Used with new, Fiberglass-reinforced 'Sexauer' Easy-Tites, they cut washer replacements 75%, fixtures last longer. Easy-Tites resist closing squeeze and excessively hot water, outlast ordinary washers 6 to 11!

Water and fuel savings

One dripping faucet wastes 8,000 gals. of water yearly. A pinhole size stream increases waste to 8,000 gals. in a single month! Here is what you save quarterly in stopping just one pinhole leak on a hot water faucet:

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Gas (21,103 cu. ft.)	21.26	6.03	27.29

Save water, fuel and labor costs; conserve costly fixtures by cutting washer replacements 75%! Use new 'Sexauer' Self-Locking screws and Easy-Tite faucet washers. You save every time you do!

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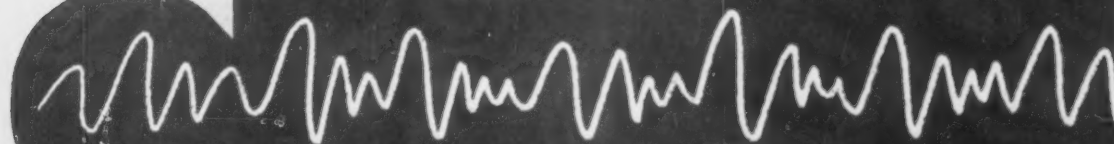
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Distributive Education Series No. 19, Office of Education.¹ Price: 15¢.

School and Community

Explorations in Parent-School Relations studies the subject at Casis School in Austin. University of Texas Press, Austin 12. Price: \$2.00.

It's High Time is a guide for parents of high school students, telling how to understand teenagers, oneself, and how to work together. NEA.² Price: 50¢.

63 Tested Practices in School-Community Relations is a manual to help administrators secure maximum participation by citizens in the school program. Metropolitan School Study Council, 525 W. 120 St., New York 27. Price: \$1.50.

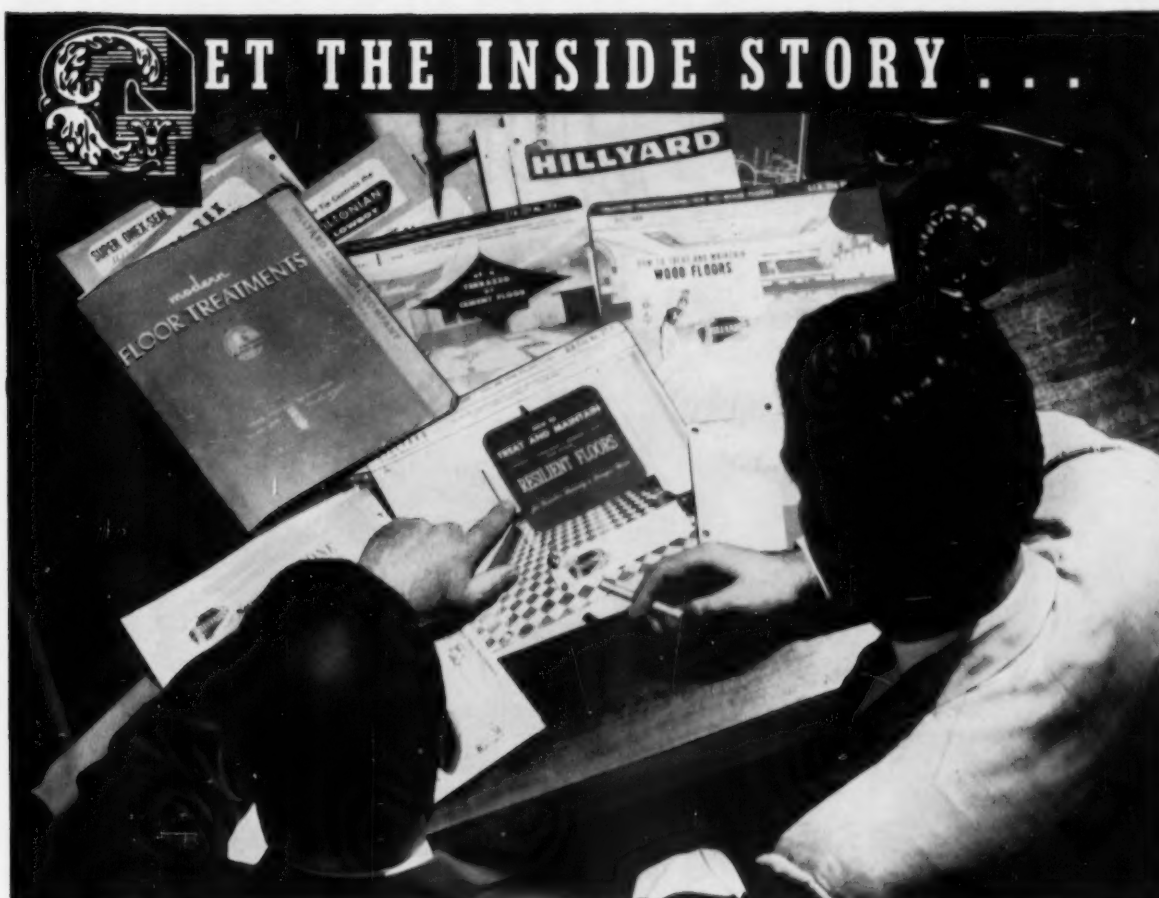
What Faces Ohio's Public Schools? is a brief digest of the report of the Ohio School Survey Committee on instructional program, personnel and teacher education, state organization, local district organization, housing and transportation and finance. Ohio School Survey Committee, Room 6, House of Representatives, Columbus, Ohio.

Life-Long Learning is a well-illustrated report of the adult education program of the Des Moines Public Schools. Department of Adult Education, Des Moines Public Schools, Des Moines, Iowa.

Education in Erie—1950-1960 is a report by the superintendent of schools. John M. Hickey, Superintendent of Schools, Public Library Bldg., 7th and French Sts., Erie, Pa.

¹Office of Education publications are available through the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

²Pamphlets published by National Education Association departments may be obtained by writing to 1201 Sixteenth St., N. W., Washington 6, D. C.



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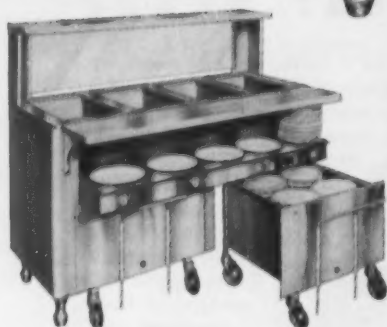
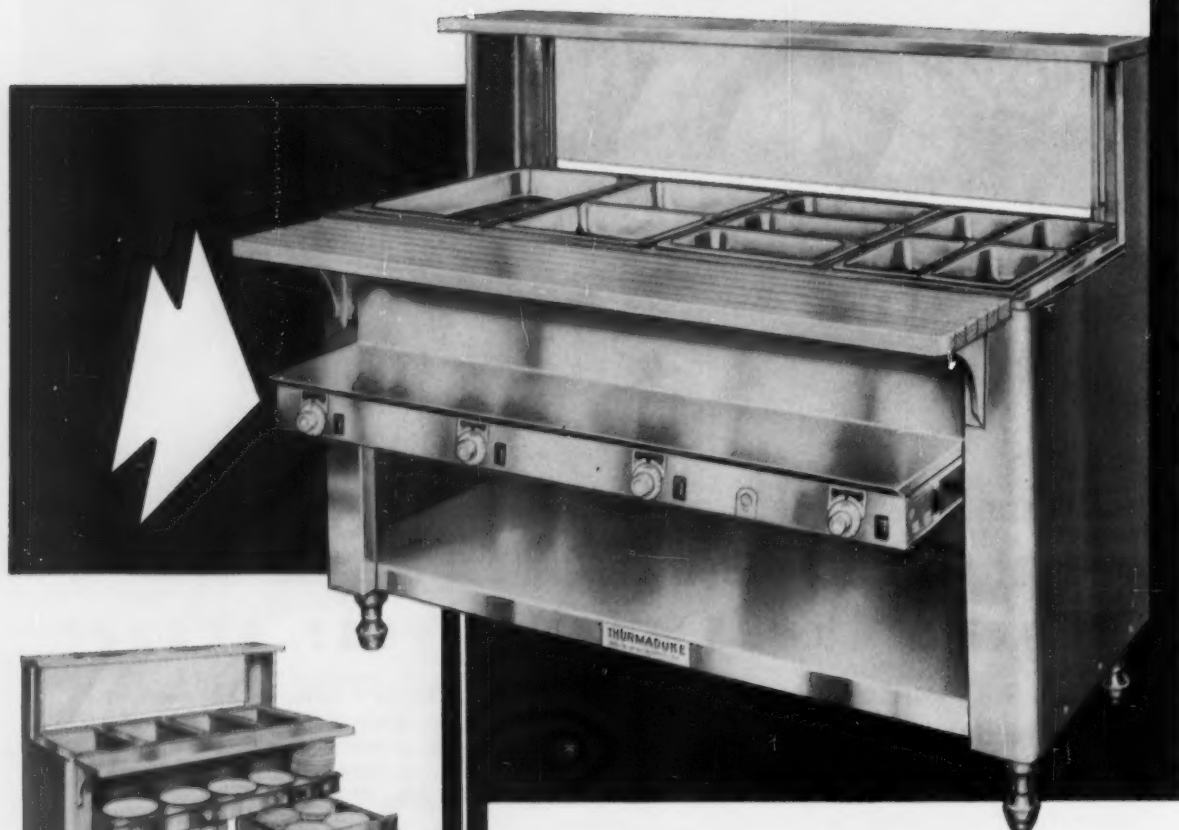
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These new Thurmaduke Models were designed feature by feature to save you endless hours of wasted time and many wasted dollars.

The new built-in dish shelf keeps your dishes handy, puts the controls at your finger-tips, easy to see, easy to adjust.

On electric models, a master control switch on the right end of the shelf turns the entire unit on and off without disturbing individual thermostat settings for each food compartment.

Heavy insulation in all four sides and bottom of each heating compartment reduces heat loss and provides maximum heat control.

All welded bodies of stainless steel or paint-grip steel with two coats of Thurmaduke Gray Enamel are designed for rugged service, easy sanitary maintenance. Aluminum alloy corrosion resistant adjustable legs are dirt, water and bug-proof. Sectional hard maple carving board can be removed without tools for cleaning.

A new dish truck model is also available (small illustration). Each truck holds 112 nine inch plates which are kept warm by a concealed heating element which plugs into any standard 110-120V outlet.

SCHOOL LUNCH



The small storeroom at left, in one of Trenton's junior high schools, features easy-to-clean, adjustable metal shelving. At right is the large walk-in refrigerator at Central High School.

Purchasing and Storing Food

by KATHLEEN WILSON

Supervisor of Cafeterias
Board of Education
Trenton, New Jersey

THE purchasing of food, and its proper storage are so integrated that one can hardly be separated from the other.

We in school lunchrooms, are fortunate to a certain degree in being able to judge our purchasing by our student enrollment—a fact not often appreciated, but one envied by the commercial cafeteria manager. In other words, we can better judge our purchasing by this factor, but must always be controlled, nonetheless, by the storage space available for such purchases.

It is always wise to have two or more dealers for all quantity purchases, for thus we have both competitive and comparative buying. Know your vendor by reputation as well as by the goods he sells. Is he dependable, and helpful? Can you

rely on him when you need his services?

Many of us learned through the difficult war years how great a help a good dealer is, as we needed his unswerving service and advice more and more. Today that same need exists, albeit the exigencies of war have abated. In turn, our dealer needs us, the purchaser, and this mutual dependency should establish a fine working relationship.

Ask yourself these questions: Are shipments made when promised? Will he deliver to your second floor cafeteria, or will the goods be left at your school door? Will he be the first one to notify you of a future advance in prices, *before* they advance? Will he let you know when he has a good buy on an item you use in large amounts? All these are important

LUNCH

factors to be considered.

There are two types of purchasing: by competitive bid, or by frequent ordering, or "spot" buying. Considerable savings may be made on quantity purchases by concentrating the purchasing of canned goods to two or three times a year only.

If this is done, a bid, or quotation sheet should be issued the dealers, noting the items and amounts need-

ed; specifying exactly the quality desired; requesting brand names (which will usually designate the grade); size of can, weight, price per case; and with fruits, the density of the syrup it is packed in. Canned fruits are graded 1—Fancy, 2—Choice, 3—Standard. Canned vegetables are graded 1—Fancy, 2—Extra Standard, 3—Standard.

Know what type of product you want. With the above grading to guide the buyer, we can go further, and test the product by requesting several dealers to submit a sample of the desired grade of canned goods

we want. Then the drained weight of the item is taken. Each item should be drained for exactly the same length of time for accurate results.

In this manner we frequently prove that the lowest price does not always give the greatest yield. It is by such testing we arrive at cost per portion—a most important factor.

Learn about pack

In purchasing canned goods be sure you know what pack you are buying. You must realize, too, that in purchasing fresh pack it must be a seasonal purchase, and should be planned accordingly, if fresh pack is desired. For example, tomatoes will not be available when early June peas arrive in the market.

Know your needs. In other words, one must know what size can to purchase. Large cafeterias may well use the entire contents of the large No. 10 size, but it is wise to remember that smaller schools cannot always use this amount, and money may be saved in the end by purchasing the No. 5 or No. 2½ can.

We have been speaking mostly in terms of bid purchasing of canned goods. In buying fresh meats and vegetables, however, another type of purchasing must be considered—that of weekly purchasing. Here again we must know and depend on the dealer. Trips to market give one the advantage of personal selection, and an opportunity to see what is available.

Keep purchase records

Careful records of purchases are invaluable to any person carrying the real responsibility of quantity purchasing. This includes everyone from the supervisor of several cafeterias to the manager who buys just for her own school. These records should include the date of purchase, order number, name of dealer, the amount, grade, unit price and total cost.

At any time during the year one may subtract the present inventory to arrive at the amount used. We find this a satisfactory method, as no storeroom is left over-stocked in June with old pack canned goods.

The proper storage of foods can-

SE-406

Folding Tables are NOT all alike!



SMOOTH, SANITARY TOPS of Masonite, Presdwood, Linoleum, Fir or Birch Plywood, Formica and Resilyte

TUBULAR STEEL FOLDING LEGS  **FOLD UNDER FOR STORAGE**

QUICK, EASY SET-UP ★ FOR CHANGING ROOM USES



1, 2, 3, 4 LEVEL BANDSTANDS

"U" shaped set-up for BANDS and ORCHESTRAS allow unobstructed vision of musicians, director and audience. Improve appearance, discipline and director control. Same units set-up in a straight line can be used as stepped-up audience seating risers.



1-LEVEL PLATFORMS, STAGES

For speakers, raised speakers tables, ceremonies, acts, style shows. Quick set-up or removal. Used in Schools, Colleges, Churches, Hotels, Clubs, Lodges. Each unit only 2½" thick when folded. Store in small space.

USE THE SAME UNITS FOR MANY DIFFERENT ARRANGEMENTS

No other tables have as many "Extra Features" as

Mitchell FOLD-O-LEG tables

- ★ GREATER SEATING CAPACITY
- ★ MORE LEG COMFORT
- ★ UNEQUALED APPEARANCE, DURABILITY, STRENGTH
- ★ FINEST CONSTRUCTION, MATERIALS, FINISHES
- ★ BUILT FOR LONG SERVICE

The Strongest, Handiest Folding Table Made!

ANY SIZE STAGE IN ANY ROOM OR HALL, ANYTIME



Mitchell PORTABLE FOLDING STANDS

- ★ Each unit a SAFE stand in itself
- ★ 4'x8'x¾" Tops, 8" 16" 24" 32" heights
- ★ Strong, rigid TUBULAR STEEL LEGS

Write for Descriptive Folder

MITCHELL MFG. CO.
2726 S. 34th St. • Milwaukee 46, Wis.

MFRS. of MITCHELL FOLD-O-LEG TABLES, BAND AND CHORAL STANDS, SEATING RISERS



Long Island Schools Cut Floor Maintenance Time and Costs with MULTI-CLEAN Equipment

This classroom floor of gleaming asphalt tile is in the East Lake Grade School, Massapequa Park, Long Island, New York. The school is one of four in the system using MULTI-CLEAN 16" and 22" floor machines and MCV-220 industrial vacuum cleaners.

"Bud" Jesseau, superintendent of buildings in this modern school system says, "Our MULTI-CLEAN equipment is tops, and since we've been using it, we've cut our maintenance time and labor costs considerably."

"We wax and burnish our floors three times a year, and daily maintenance during the school year requires only damp mopping. It's as simple as that with the MULTI-CLEAN METHOD and our floors keep their clean and polished appearance all the time."

For more information about the MULTI-CLEAN METHOD of floor care, mail the coupon below. Your local MULTI-CLEAN distributor will be glad to help you with any floor problem without obligation.



MULTI-CLEAN PRODUCTS, INC. SE-105

2277 Ford Parkway, St. Paul 1, Minnesota

Gentlemen: I'd like floor maintenance information on: ☐ Concrete, ☐ Asphalt Tile, ☐ Terrazzo, ☐ Wood, or _____. Also literature on: ☐ Floor Machine, ☐ Scrubbing Machine, ☐ Industrial Vacuum Cleaner.

Name _____ Title _____

Address _____

City _____ Zone _____ State _____

NOW! LONGER FLOOR WEAR WITH LESS CARE!



FOR TOUGHEST TRAFFIC
AREAS, YOU CAN'T BEAT
SIMONIZ' NEW COMMERCIAL
HEAVY DUTY FLOOR WAX—
IT'S GOT THE
"SIMONIZ SECRET!"

SELF-POLISHING! BUFFABLE!

For asphalt, rubber, vinyl, cork, linoleum, and other floors. Automatic high-gloss beauty. Safety approved by Underwriters' Laboratories, Inc. Pure wax finish resists dirt, wear and water, yet strips easily when required. Simoniz Commercial Heavy Duty Floor Wax. Available in 1, 5, 30, 55 gallon sizes.

COMPLETE LINE

4 MORE WAYS TO GIVE YOUR FLOORS AND
FURNITURE SIMONIZ TRAFFIC-PROOF BEAUTY

- ★ SIMONIZ COMMERCIAL NON-SCUFF FLOOR WAX
- ★ SIMONIZ COMMERCIAL FLOOR CLEANER CONCENTRATE
- ★ SIMONIZ "AAA" COMMERCIAL PASTE FOR FLOORS
- ★ SIMONIZ COMMERCIAL HILITE FURNITURE POLISH

MAIL THIS COUPON TODAY

Simoniz Company (Commercial Products Division—K4)
2100 Indiana Avenue Chicago 16, Illinois

Gentlemen:

- ☐ Please send name of nearest Simoniz distributor.
☐ Without obligation, please send details of your Commercial Products for floor and furniture maintenance.

Name _____

Firm Name _____

My Title _____

Street Address _____

City _____ State _____

**Sold Nationally
through
SIMONIZ
Distributors**

LUNCH

not be stressed enough. Do you have enough refrigeration space? What about your storeroom? Too many school cafeterias have been planned and built without any regard to this last question. As a result, too many are working from cramped and inadequate storerooms, that never have been large enough in proportion.

Storeroom factors important

This is exactly why the storeroom controls your power of purchasing with the proverbial "iron hand." With a good storeroom, quantity purchasing may be done a few times a year, and to good advantage, as lower prices are offered for quantity. It would seem that few school architects ever consider this factor.

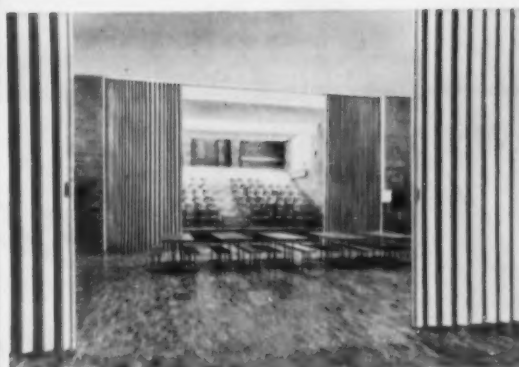
We are fortunate in Trenton, for our high school has a large walk-in refrigerator, and two more-than-sufficient storerooms. One of the storerooms is used for the working stock, and the larger for the storage of extra large purchases, government commodities, and equipment.

We use this storeroom for storing foods the five junior high schools cannot properly care for. As the small storerooms in these schools empty out during the year, the goods are moved into the junior highs from the high school.

Refrigeration highlighted

Good refrigeration is all important. We are not all fortunate in having large refrigerators, but let us hope they are sufficient to meet our needs. Freezers will eventually be a part of very school kitchen, but at present the school cafeteria looks upon it as future luxury, rather than the necessity it soon will be.

In summary then, we cannot help but integrate the purchasing of foods with the storage of it. The cheapest price may not always be the lowest in the final analysis. Long experience and wise judgment have proved this fact to many. Above all, remember that good purchasing is never a "hit or miss" proposition at any time.



You get more when

you choose



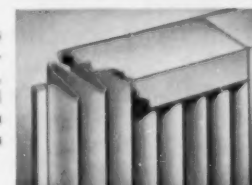
MORE Construction

Features—FOLDOOR Multi-V design permits less stack space, eliminates annoying "air bellows," relieves hinge strain, gives trouble-free operation and long life.



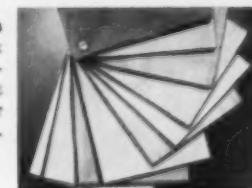
MORE "Plus" Features

—FOLDOOR offers an attractive cornice at no extra cost, and the only truly concealed track. Narrower profile fits within the door frame, takes up less space.



MORE Fabric Features

—FOLDOOR vinyl fabrics look and feel like expensive drapery material. New soft shades blend with every color scheme, in any interior. Washable with mild soap.



FOLDOOR means more savings! It puts idle space to active use, divides large areas into more usable units, creates new rooms—without remodeling or rebuilding.

Before you buy, be sure to get a quotation from the FOLDOOR installing distributor listed under "Doors" in the classified section of your phone book; or write

HOLCOMB & HORN MFG. CO., INC., Dept. SE-10
1545 Van Buren Street
Indianapolis 7, Indiana

Please send me further information on FOLDOOR.

Name

Address

City State

In Canada: FOLDOOR of Canada, Montreal 26, Que.

CARING FOR WAXED FLOORS IS . . .



*A cinch
with Sanax*

It waxes as it cleans!

REDUCES THE FREQUENCY OF REFINISHING

Sanax was developed to permit frequent cleaning of waxed floors *without washing away the finish . . .* and to eliminate waste in wax and labor. A neutral liquid soap with a wax base, *Sanax* not only quickly removes dirt, oil, and grease, but *leaves a thin film of wax*. In fact, regular use of *Sanax* to machine-scrub or damp-mop waxed floors *actually prolongs the life of the finish*, and thereby reduces refinishing costs on a year-to-year basis.

Like all *Finnell Fast-Acting Cleansers*, *Sanax* is specially designed for the greater speed of machine-scrubbing, and works as effectually in a *Combination Scrubber-Vac* as in a *Conventional Scrubber-Polisher*. And because *Sanax* is processed from pure vegetable oils, it's *safe for all floors*.



A 100 Series
General-Purpose
Finnell
11, 13, 15, 18"

Find out how you can simplify and reduce the cost of caring for waxed floors. *There's a Finnell Floor Specialist nearby to help you choose the waxes and cleansers that are exactly right for your needs. Finnell makes a complete line, so you can depend on unbiased advice. In fact, Finnell makes everything for floor care!* For consultation, demonstration, or literature, phone or write nearest *Finnell Branch* or *Finnell System, Inc.*, 311C East Street, Elkhart, Indiana. Branch Offices in all principal cities of the United States and Canada.



- A mild liquid wax-soap for machine-scrubbing or damp-mopping waxed floors
- Leaves a lustrous anti-skid protective finish
- Highly concentrated . . . economical to use

FINNELL SYSTEM, INC.

Originators of Power Scrubbing and Polishing Machines



**BRANCHES
IN ALL
PRINCIPAL
CITIES**

New Product / Reviews

BUILDING PRODUCTS

Continued on page 170

SE-501

Troffer Acoustic System

*Reduces Construction Costs
Sharply*



School building costs can be reduced considerably through use of Detroit's new TAC system. These troffer and acoustic panels provide permanent long-span forms for concrete joist construction and an acoustically-treated ceiling with recessed lighting troffers.

The TAC panels are each 24" wide and are designed for long span. The acoustical panel is perforated and "backed up" with a non-combustible acoustical element to insure a high acoustical rating. The troffer panel provides a housing for minimum-cost fluorescent fixtures and plastic diffusers for recessed lighting and flush ceilings.

DETROIT STEEL PRODUCTS CO.,
East Grand Blvd., Detroit 11, Mich.

FOOD SERVICE

Continued on page 176

Paper Food Service SE-502

Dishes Are Disposable

The well-known Dixie Cup Co. now offers a complete matched pa-

per food service, consisting of several different sizes of cups, plates, salad and dessert dishes, juice and water glasses, etc. A number of the units are plastic-coated and moisture-proof.

The big feature of this line is the fact that there is no possibility of not having enough dishes, cups, and glasses properly sterilized. Dishwashing and breakage are eliminated. The service is also easy to handle and light to carry.

DIXIE CUP CO., Easton Pa.

MAINTENANCE

Continued on page 184

Power Handle

SE-503

Is Used with Accessories



The Power Handle is a lightweight portable source of power adaptable to use with a wide variety of operating units for campus maintenance. Weighing 39 lbs., the handle is a self-contained, detachable unit powered by a 2 $\frac{3}{4}$ h.p., four-cycle Briggs and Stratton engine.

Five basic operating components are available for use with the Power Handle: 21" self-propelled reel-type Sportlawn mower; 20" self-propelled rotary-type Whirlwind mower and leaf mulcher; 17" tiller; trimmer-edger; and a 17" snowplow.

Attachment of the Power Handle to any of the components can be accomplished in about 20 seconds without any tools.

TORO MFG. CORP., Minneapolis, Minn.

CLASSROOM EQUIPMENT

Continued on page 190

SE-504

Auditorium Chairs

Five Folding Models Available



There are five different models to choose from in the Hampden line of folding auditorium chairs. The frames are all made of strong tubular steel or rigid channel steel. All metal parts are rust-resistant. The finish is baked-on, chip-resistant in beige or gray, and the fabrics are soil, water, alcohol and heat resistant.

Backs are contoured and seats are designed for comfortable seating. One of the models comes with a contoured, wood-grained plywood seat.

HAMPDEN SPECIALTY PRODUCTS, INC., Easthampton, Mass.

BUILDING PRODUCTS

Building Material SE-505

Is Resilient, Durable

Surco is a new latex-water emulsion binder that changes brittle mortars, concretes and plasters into materials that have the qualities of resilience, adhesion, elasticity, and durability. Furthermore, these materials will now bond to concrete, masonry, tile, wood, metal and even glass.

Surco coatings are used for flooring, roofing and waterproofing, stucco and plaster.

SURFACE COATINGS, INC., 110 Pear St., S.E., Atlanta, Ga.

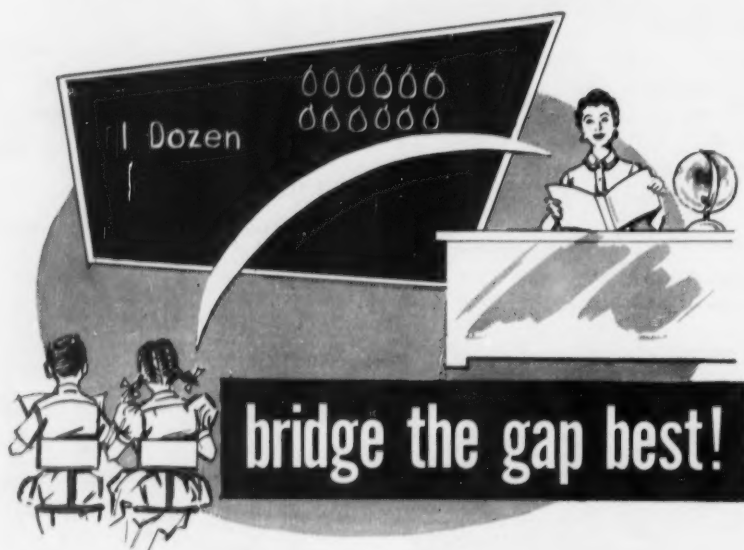
Suspension System SE-506

Permits Complete Flexibility

Flexibility that permits moving lights and other ceiling fixtures in acoustical tile ceilings, one module

SE-411

slate chalkboards



SUPERIOR VISIBILITY MEANS QUICKER . . . EASIER TEACHER-STUDENT COMMUNICATION.

Slate chalkboards command attention. The high degree of contrast between message and background on a slate chalkboard means a clear, easy-to-see, easy-to-grasp message . . . one to which the student instinctively responds. It's an invaluable aid to the teacher in classroom work . . . and an economical one, too . . . a one-time investment in dependability and eye-soothing service.

write for your free 12 page illustrated copy of
"SLATE CHALKBOARDS IN MODERN SCHOOLS"

contains

Little Known Facts About Slate
Chalkboard Visibility
Tips on Chalkboard Maintenance
Geographical Listing Of Outstanding
Schools using Slate Chalkboards
Cost Comparisons
Authoritative Bibliography



PENNSYLVANIA SLATE PRODUCERS GUILD INC.

205 REALTY BLDG.

PEN ARGYL, PENNA.

500 Million Years in the Making . . . **NATURAL SLATE**



or a dozen, in just a matter of moments is a feature of Accesso suspension system.

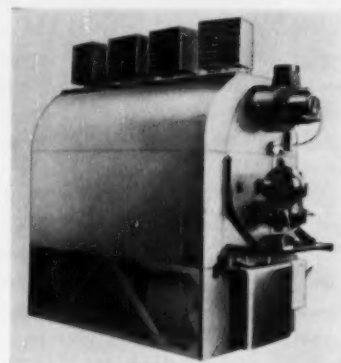
This is a fully concealed system of steel channels and hangers that may be installed with minimum labor. It presents an excellent finished job with any size or make of tile and permits instant access by maintenance men through any single tile or a number of tiles any place in the ceiling. Air conditioning, telephone lines, electrical ballasts are instantly accessible and may be repaired or moved without damage to a tile.

ACCESSO SYSTEMS, INC., 4615 8th Ave., N.W., Seattle 7, Wash.

Space Heaters

SE-507

For Large Warm Air Heating

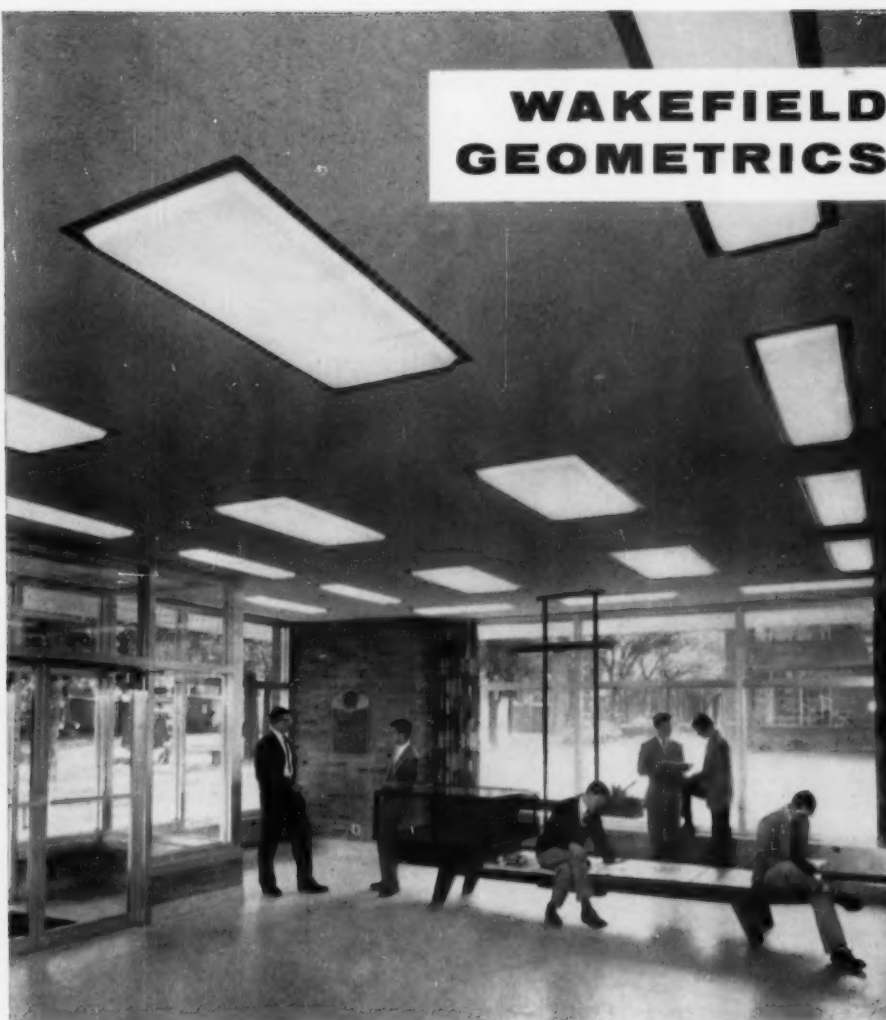


The Commercial-Aire Direct-Fired Space Heaters are heavy-duty units ranging from 300,000 to 2,000,000 btu bonnet output making "Automation" in heating available to the schools. The Automation principle is obtained through the full protection of electronic flame controls and completely automatic, unattended, efficient, and economical heating. Each unit is completely assembled, wired, and fire-tested before shipment.

Use of discharge heads or installation into ductwork or a combina-

WAKEFIELD GEOMETRICS

*Another
Installation*



William E. Wickenden Electrical
Engineering Building, Case Insti-
tute of Technology, Cleveland, O.

Architects and Electrical Engineers:
McGeorge-Hargett and Associates.

Electrical Contractor: Dingle-Clark
Company.

Lobby of New Electrical Engineering Building at Case Institute of Technology *lighted by* **Wakefield Beta Units**

Setting the keynote of this new building is its handsome lobby, where Wakefield Beta units have been used to supplement the daylight and complement the simple modern design.

Beta recessed luminaires are often specified for this type of area in colleges and schools, as well as for classrooms and laboratories. The Rigid-Arch plastic diffusers distribute the light evenly throughout the room, providing a comfortable environment with a

minimum of direct or reflected glare. And when the lamps are not lit, their matte finish prevents mirroring of reflections from the windows.

Beta units come in four sizes: 4'x4', 2'x4', 2'x2' and 1'x4'. Write for a brochure describing and illustrating Beta and other Wakefield Geometrics in considerable detail.

Wakefield Sigma, Cavalier, Grenadier and 35.65 Industrial units are installed in other areas of this modern building, which is virtually a laboratory of illumination.

THE WAKEFIELD COMPANY
VERMILION, OHIO

WAKEFIELD LIGHTING LIMITED
LONDON, ONTARIO



BUILDING PRODUCTS

tion of both can be accomplished with ease with the Commercial-Aire which is made for use with light or heavy oil, gas, modulating or combination burners. The heaters can also be supplied with blower compartment separate for air conditioning installations with "face and bypass" dampers in the standard FD series. Floor, suspended horizontal,

and suspended inverted installations can be made with standard units which require no major modification.

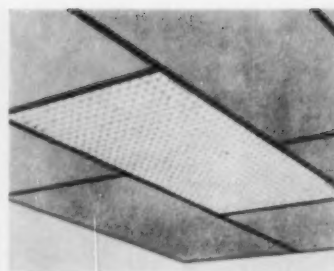
THE MAMMOTH FURNACE CO., 509 Vandalia St., St. Paul 4, Minn.

Lighting Unit

SE-508

Is Recessed

Smithcraft has developed a new line of 24" wide troffers. No catches, latches, hinges, screws or bolts are



visible to the eye, making for a trim ceiling effect.

This recessed lighting unit is supplied with or without integral trim flange. A large selection of shielding media, from louvers and glass to plastic dish, is available. Louvers hinge from either side and can be completely removed without tools or loose parts. All glass and plastic shielding is completely enclosed in door frames, making it simple to remove and replace for cleaning or maintenance.

SMITHCRAFT LIGHTING DIV., Chelsea 50, Mass.

Convactor Radiation SE-509

Designed for Heavy-Duty Applications



Modine Mfg. Co. announces a broad new line of convactor radiation incorporating 30 different types and over 8,000 sizes.

With the exception of the Type F Deluxe Floor Cabinet, all enclosures have been completely redesigned to give architects and engineers greater freedom in adapting convectors to modern building design.

The line includes free-standing, fully and partially recessed, concealed (plaster-front) and wall-hung models. Most of these types are offered in standard gauge enclosures as well as in heavy-gauge enclosures.

MODINE MFG. CO., Racine, Wis.

SE-413

GRADE-AID

THE MODERN AID TO MODERN EDUCATION!

an outstanding combination of SINK—WORK COUNTER — and STORAGE UNITS . . .

. . . designed to fit your needs — and your budget—in new schools and old!

- ★ AVAILABLE IN ANY LENGTH — ANY COMBINATION OF UNITS — WITH OR WITHOUT SLIDING DOORS!
- ★ ALL STEEL FOR MAXIMUM STRENGTH AND DURABILITY!
- ★ STAINLESS STEEL TOP FOR PERMANENT MAINTENANCE-FREE USAGE! (PLASTIC OR LINOLEUM ALSO AVAILABLE)
- ★ "HEIGHT-FITTED" TO ANY GRADE!
- ★ SHIPPED COMPLETELY ASSEMBLED, READY TO INSTALL, AT "PACKAGE" CONVENIENCE AND ECONOMY!
- ★ CHOICE OF 3 GRADE-AID BAKED ENAMEL FINISHES!

The new GRADE-AID all steel combination sink — work counter and storage unit is one of the most outstanding developments in the classroom fixture design! A functional space-saver, it incorporates YOUR choice of shelf units, cabinets, sink and top, grouped in ANY way and number to ANY length! Because each of the component units is fabricated from heavy-duty steel, GRADE-AID is a PERMANENT lifetime investment — yet permits unlimited design flexibility. No wonder GRADE-AID is being acclaimed from coast to coast by school administrators, teachers and pupils alike!

WRITE TODAY FOR YOUR FREE "GUIDE TO CLASSROOM DESIGN" — THE COMPLETE GRADE-AID CATALOG!

GRADE-AID
DIVISION
COLONIAL ENGINEERING CO., INC.
GROVE ST., SOMERVILLE 44, MASS.

New SATIN CHROME FRAMES

...make the best school furniture even better!



STACKING CHAIRS

Stacking simplifies storage, recovers space quickly by easy, secure nesting within floor area of a single unit. Legs 1 1/4" tapered tubular steel with ferrule-type chrome-plated rubber-cushioned glides, spread slightly for stability. Seat and back of hardwood have water-resistant finish.



OPEN FRONT DESK

Top: 18" x 24" General Electric Textolite bonded to hardwood core. Metal box: 22" x 17" with large opening. Ample pencil tray. Tapered 1 1/4" tubular legs with ferrule-type, self-leveling noseless and mar-proof glides provide maximum stability. Choice of three colors or new Satin Chrome. Graduated heights.

A COMPLETE LINE



KUEHNE
(SAY "KEE-NEE")

Another Kuehne exclusive—beautiful Satin Chrome plating for frames and legs! It's non-reflecting and glare-proof... mar-resistant, non-scuffing and chip-proof... It requires no upkeep whatever. And its ultra-modern, bright, clean appearance is always in perfect harmony with any classroom plan and color.

Satin Chrome finish is sure to increase still more the phenomenal acceptance of Kuehne school furniture—acceptance won because of superior construction and top quality materials—scientifically correct design for all-day comfort and proper posture—and prices that promise more value for every dollar invested.

Compare before buying! Kuehne's 32 years of know-how in building fine furniture will be immediately apparent.

Send for illustrated brochure

KUEHNE
(KEE-NEE)

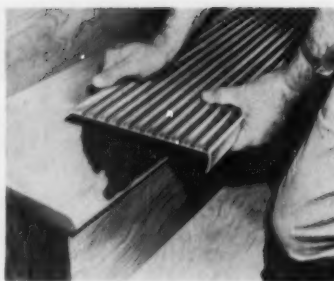
MANUFACTURING CO. • MATTOON, ILLINOIS

World's Largest Manufacturer of Tubular Furniture

Safety Stair Treads SE-310 *Are Easy to Install*

Worn stairs can be leveled and made non-skid through the application of Stairmaster extruded aluminum safety treads.

Eleven abrasive ribs dovetailed into the Stairmaster safety treads insure their slip-proof quality. Repairing treads in this manner is less expensive than replacing the worn treads.



The treads come in a standard width to fit all stairs and are factory-cut to length as required.

WOOSTER PRODUCTS, INC., Wooster, Ohio.

International School Seating Combines Economy with Strength

SE-415

No other school seats include so many construction, installation and maintenance features — assuring utmost in economy and long-time service for your school. DeLuxe, upholstered all-steel seats and hardwood plywood seat and back budget-priced seats have been the choice of schools

everywhere for over 30 years. Hingeless seat construction assures noiseless, trouble-free service. Comfortable design minimizes student disturbance. In short, International school seats are the seats that taxpayers, school officials and students approve.



Typical installation of International school seats—noiseless in use, they require a minimum of maintenance and care.



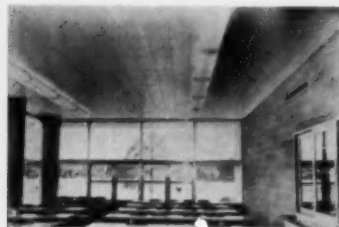
For complete specifications and photographs of International school seats in your area, write, wire or phone today.

International

**SCHOOL
SEATING**

INTERNATIONAL SEAT CORPORATION • Union City, Indiana

Radiant Ceiling SE-511 *Provides Heat and Sound Control*



The Burgess-Manning Ceilings are of perforated aluminum panels attached to water coils which in turn are covered with acoustic-thermal blankets for sound control. Hot water circulating through the coils warms the entire ceiling which radiates into the classrooms.

The illustration shows a classroom in the Flint, Mich. Junior College with a Burgess-Manning radiant ceiling installation.

BURGESS-MANNING Co., 5970 Northwest Highway, Chicago, Ill.

Incinerator SE-512 *Has New Feed Doors*

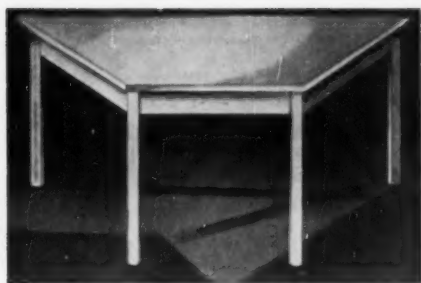


Winnen Incinerators are now available with a choice of double feed doors or the new Guillotine feed door. The Guillotine door is now standard equipment on the larger models. This door makes a loading bar unnecessary and thus lowers the loading height.

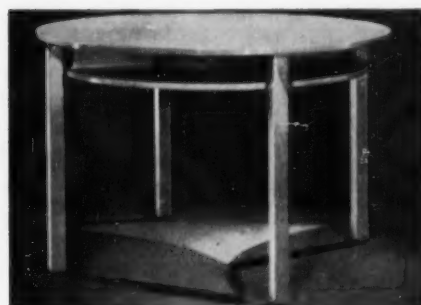
The Guillotine door is a single sheet of heavy gauge steel with a refractory lining. The door slides up to open while the double doors open conventionally.

Illustrated is Model C-10 with the new door.

WINNEN INCINERATOR Co., 932 Broadway, Bedford 96, Ohio.



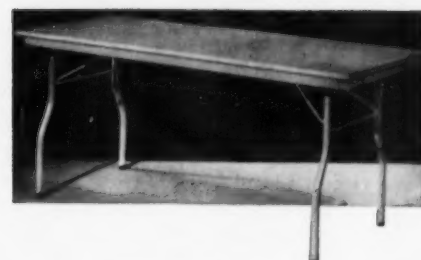
Trapezoidal Multi-Mode Table, No. 2330



Round Table, No. 2320



Study Table, No. 2310

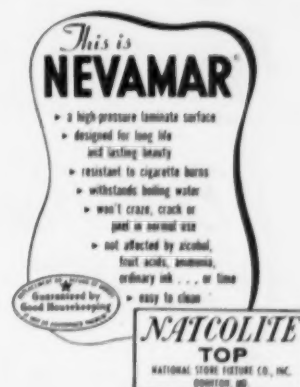


National Folding Table

For maximum flexibility . . . National Multi-purpose School Furniture fulfills every classroom requirement

With the exclusive **NATCOLITE** Laminated School Top

Here is a complete line of multi-functional school equipment, designed to meet the specifications of modern teaching techniques. This furniture is completely versatile — easily arranged and rearranged to allow for an infinite variety of uses. Every desk and table in the National line has a Natcolite school top, surfaced with Nevamar plastic laminates in wood-grain patterns, specially developed and tested for uniform, low light reflectance and banded with matching Wynene plastic edging. The Natcolite top withstands years of punishment and eliminates maintenance problems, because it never needs refinishing or resurfacing. National School Furniture is highly efficient and modest in cost—adaptable to any school budget.

National School Chair,
No. 2610 Deluxe
No. 2710 Standard

• Write today for the complete new catalog of the National line of multi-purpose school furniture.

NATIONAL SCHOOL FURNITURE COMPANY

Div. of National Store Fixture Co., Inc.

ODENTON, MARYLAND

October, 1955

175

Apple Vendor

SE-513

Apples Are Refrigerated

The Frigid Fruit Apple Vending Machines, in addition to a vending capacity of from 200 to 300 apples, have a refrigerated storage space for four full boxes. This makes it possible for any local wholesale produce house to deliver a supply of apples without the school having to

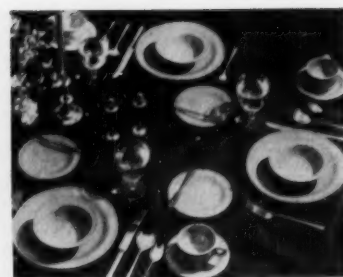
keep them in a warm room.

In addition to the health value of the apple, the schools have shown a tremendous profit—an aid in many school projects.

FRIGID FRUIT CO., 1301 S. 20 Ave., Yakima, Wash.

Plastic Dinnerware SE-514**Carries One-Year Guarantee**

Meladur Dinnerware is offered



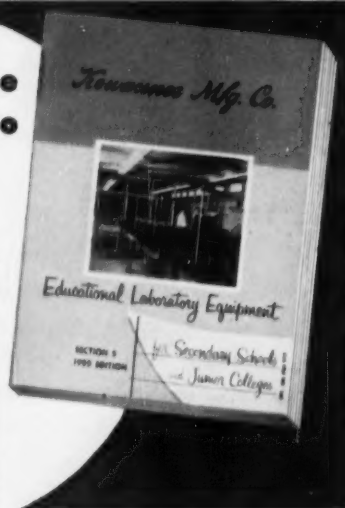
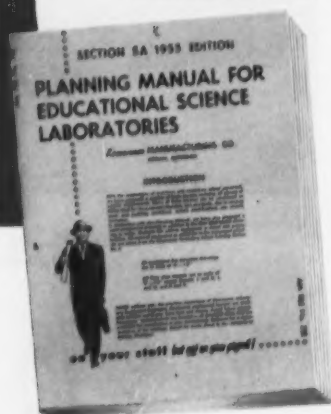
with a one-year guarantee against chipped, cracked, or broken dishes. Meladur is made extra thick, has a greater density, and is heavier. All Meladur pieces have a serrated bottom which prevents the dishes from sticking together and permits complete drainage and air-drying without water spots.

The line consists of 20 pieces in five beautiful pastel shades and two deep tone, contrasting colors.

MIDLAND EQUIPMENT CO., 845 Chicago Ave., Evanston, Ill.

SE-417

**Send for these
two new aids to
EDUCATIONAL
LABORATORY
PLANNING**



44-PAGE CATALOG of Kewaunee Educational Laboratory Equipment for Secondary Schools and Junior Colleges. Shows complete line of matched standard units in tables, laboratory sinks, desks, fume hoods, specific purpose units, service fixtures and accessories.

48-PAGE PLANNING MANUAL with 19 plans showing the latest and most modern layouts for science laboratories in secondary schools and junior colleges. In addition, these same plans are shown in visual perspectives. A real help in planning the most efficient layout for your science laboratory. Roughing-in layouts for services and dimensional elevation drawings of equipment are also included.

Both Free

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FOR FREE COPIES**

Kewaunee Mfg. Co.

J. A. Campbell, President

5031 S. Center Street, Adrian, Michigan
Representatives in Principal Cities

KEWAUNEE MFG. CO.

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Please send, without cost or obligation:

☐ Educational Laboratory Equipment
Catalog, Section 5

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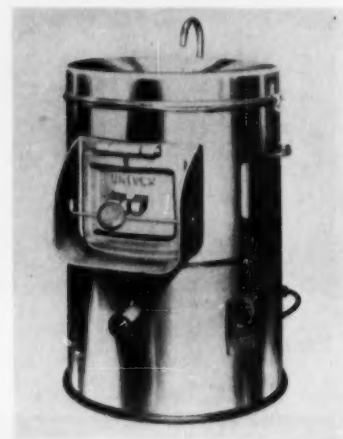
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Vegetable Peeler SE-515

Peels 20 Lbs. in 1 Minute



The new Univex Model G Peeler is adaptable for either bench or permanent installation. Among the features of the machine are: automatic dial-control for selective timing and automatic shut-off to prevent over-peeling; powerful 1/3 hp electric motor with double V belt drive and automatic tension take-up for maintaining positive power; stainless steel drive shaft housed in lifetime lubricated bearings; splashproof snap-on cover with hinged opening; extended discharge chute; quick E-Z



**ALL BERLIN REPRESENTATIVES
ARE TRULY...**

*Seating
Engineers!*

- **FACTORY TRAINED**
- **EXPERIENCED IN SEATING PROBLEMS**

They have the "know-how" to solve the most complicated seating problems, because the men who call on you are men who have years of bleacher experience and who make periodic visits to our factory to equip themselves with technical knowledge of BERLIN BLEACHERS . . . this factory training is a "must" for men to represent Berlin Bleachers. That's why we say Berlin representatives can truly be called "seating engineers" . . . they are specialists in seating arrangements.

**THERE'S A
BERLIN
REPRESENTATIVE
NEAR YOU!**

BERLIN EZ-A-WAY BLEACHERS

Enthusiastically endorsed by Industrial commissions and other state agencies throughout the country . . . BERLIN BLEACHERS have never been refused approval wherever sought . . . there are over two hundred BERLIN BLEACHER installations throughout the country.

BERLIN EZ-A-WAY Bleachers offer maximum floor utility . . . designed in compact units that when not in use are pushed back to the wall . . . easy movability of these folding bleachers is an outstanding engineering accomplishment . . . plus their flexibility — one or more rows can be used in complete safety . . . special locking device is standard feature . . . perfect alignment always . . . opens and closes like desk drawer.

If there isn't a BERLIN BLEACHER installation in an area convenient to you, it is our policy to bring a sample unit to your school for demonstration purposes. This unit is **not** a miniature nor model but an **actual full size unit**. It will pay you to see BERLIN BLEACHERS before you complete your seating plans.

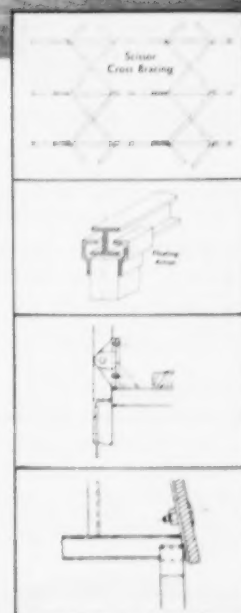
BERLIN BLEACHERS are manufactured in a plant that has specialized in steel fabrication of low tolerances since 1909 . . . your guarantee they are made right.



SCISSOR CROSS BRACING—prevents lateral "drift" and retains parallelism of movable tiers with each other and fixed rear weldment . . . also ties movable tiers to locked front tier section and prevents closing due to front sway load.

"FLOATING" ACTION—in opening and closing bleachers assured by slide support bracket—a new design feature that provides for vertical adjustment of slide arm, independent of the leg . . . assures even spacing between riser boards for neat appearance when closed.

OPTIONAL EQUIPMENT—mobile sections can be furnished 3 to 12 rows high and 8 ft., 12 ft., or 16 ft. long. Guide rails of 1" diameter or larger pipe are placed on open ends of all sections five rows or higher. End panels furnished for open sides of closed bleachers. Aisles provided where required. Score tables 8 ft., 10 ft., 12 ft., Formica top, removable type.



WRITE for complete information . . . and list of installations in your area.

**BERLIN
SEATING
ENGINEERS**

BERLIN • WISCONSIN



FOOD SERVICE

lock door and a new air gap type water inlet.

UNIVERSAL INDUSTRIES, INC., 360 Mystic Ave., Somerville 45, Mass.

Table-Bench Units SE-516

Designed for Low Clearances

Schieber Mobil-Fold folding port-



SE-419



They'll all cheer your choice



Note the smooth, even surface of this battery of four Red Laykold tennis courts recently installed for a Providence, R. I. high school.

...when you specify LAYKOLD® tennis courts for your high school

From every standpoint—Student, Parent, or School Board Member—Laykold Tennis Courts are the best choice for your school because:

For the student, they provide a smooth, true plane for a fast and accurate game with less fatigue.

For the parent, they offer resilient, non-abrasive surfaces that are *safe*! Shoes and equipment last longer.

For the school board, they represent a sound first investment with tough, durable surfaces that resist wear and hold maintenance to a practical minimum.

You can get full information by writing for our full-color booklet, "Laykold Tennis Courts." Send for it today.



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COMPANY**

200 BUSH ST. • SAN FRANCISCO 4, CALIFORNIA

E. Providence 14, R. I. Perth Amboy, N. J. Baltimore 3, Md.
Mobile, Ala. Cincinnati 30, Ohio Columbus 15, Ohio
Tucson, Ariz. Seattle, Wash. Baton Rouge 7, La.
St. Louis 17, Mo. Inglewood, Calif. Oakland 1, Calif.
Portland 7, Ore. Washington 5, D. C. San Juan 23, P. R.

able table and bench units for cafeteria seating are now available in 12 foot models in addition to the 14 foot unit. The new model consists of two tables and four benches, each 12 feet long, with a total seating capacity of 32 children.

The tables and benches of these units fold in the center and lock vertically into their own all-steel, cast-er-equipped carrier.

SCHIEBER SALES CO., Detroit 39, Mich.

SE-517

Dishwashing Detergent

Eliminates Water Spotting

Oakite DCM is a new detergent which keeps machines free of deposits while it washes dishes. Possessing a high degree of lime sequestering power, the product is especially useful in hard water areas, eliminating water spotting on glasses and dishes, and preventing scale buildup on the machine. Dishes dry fast and bright.

Effective in concentrations as low as 1/8 oz. to the gallon.

OAKITE PRODUCTS, INC., 157 Rec-tor St., New York 6, N. Y.

Popcorn-Soft Drink SE-518 Machine

For Athletic Stadiums

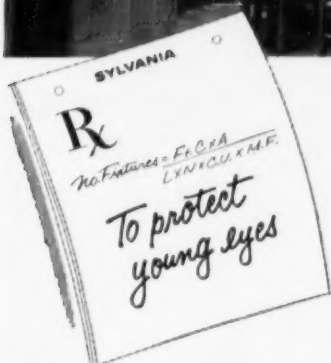
Manley Inc. announces the Coliseum Model, a combination of a soft drink machine and a popcorn dispenser. The drink machine is a 2-faucet Ice-O-Bar, and has a capacity of 1,000 soft drinks, at a temperature of 40° or less with three volumes of carbonation hourly, provided the incoming water temperature is 80° or less and an adequate supply of water is available.

The small compact unit gives the equivalent in ready capacity of 18 cases of bottled drinks. Reserve cold storage in the refrigerator compartment for an additional 6 gallons of syrup gives reserve capacity equivalent to an additional 27 cases of bottled drinks.

The popcorn machine has an Aristocrat cascade kettle, an elevator



Sylvania CP-242 Trimline fixtures bring balanced brightness, minimum glare to the kindergarten room of the new Bowen School, Newton, Mass.



NEEDED: A true "Luminous Environment" with balanced lighting

PRESCRIPTION: Sylvania CP-242 Trimline Fixtures

A high over-all quality of illumination in every room (far more than mere foot-candle level) was the order of the day when the city of Newton, Mass., built its modern Bowen School. Authorities insisted on a true "luminous environment."

Noted school architect Louis W. Ross of Boston specified high-reflectance ceilings, walls, floors and furnishings for every classroom; light-green chalkboards; combination fenestrations of prismatic directional glass blocks with natural clear glass strips below; and 2 continuous rows of Sylvania CP-242 Trimline fluorescent fixtures with all-plastic, low-brightness shielding (separate switch control for each row).

Result: Equalized lighting level in every classroom location . . . adequate illumination level for all students . . . with relative freedom from glare and over-brightness at any point.

Improved seeing and reading conditions have led to better reading and study habits. What's more—the CP-242 fixtures require maintenance only twice a year, during Christmas and Summer vacations.

This is only one of many lighting "prescriptions" that could be compounded for your needs with Sylvania's full line of school fixtures. Have the Sylvania lighting specialist in your area drop in for a consultation or group meeting at any time—he is a qualified expert in all phases of school lighting.

SYLVANIA®
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 Lighting • Radio • Electronics • Television • Atomic Energy

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Dept. K11, One 48th Street, Wheeling, West Virginia

- ☐ Please send me your free informative booklet, "Some Why's and How's of Modern School Lighting."
☐ Have a Sylvania lighting specialist call on me.

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Organization _____

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City _____ Zone _____ State _____

Rota DESK

**A WHOLLY NEW
CONCEPT IN
SCHOOLROOM
SEATING**

In complete harmony with the new ideas being built into modern schools, Rota Desks present the most advanced thinking in school-room seating. Because of their unique design they will be found to be completely functional. They give the final touch of "modernness" to new or remodeled schools.

Rota Desks are light, easy to move to change arrangement or for cleaning.

Rota Desks give full foot freedom—with no shoe-scuffing base. Correct posture comes naturally.

Rota Desks are tip proof. Try them. See how the weight is centered to assure balance at all times.

Rota Desks are built of strong welded steel tubing with shaped plywood desk top ample for both left and right hand use, and shaped plywood seat.



Rota Desks are offered in three sizes—to suit all grades through high school.

**They thrive
on use—
defy abuse**



Before furnishing a modern or modernized school—get all the data on Rota Desks. Colorful literature and samples sent on request.

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Cardy**

BECKLEY-CARDY COMPANY • Manufacturers
1900 N. NARRAGANSETT • CHICAGO 39, ILL.

You clean any type flooring faster—better—more economically with **BRILLO FLOOR PADS**

You get cleaner floors with a longer lasting gloss at lower maintenance cost when you use Brillo Solid Disc Steel Wool Pads.

Solid Disc Gives Greater Coverage! The entire surface of a Brillo Floor Pad works for you—cleans *all* the floor it covers... saves time. Cleans and buffs at one time... saves labor. You get cleaner floors with less swirl marks.

Lasting sparkle for your floors! Brillo Floor Pads speed the waxing process—bring out floor beauty quickly—because cross-stranded Brillo metal fibers give gentle abrasive action in every direction. A daily once-over with a dry Brillo Floor Pad easily removes dirt, grime, scuff marks—avoids wax build-up—eliminates frequent stripping and rewaxing.

Efficient... easy to use! Place pad under brush of rotary floor machine. Operate as usual. Brillo Floor Pad stays in place... does not buckle... machine does not bounce. Sizes for every machine. All grades for every job.



Brillo Pads clean and polish Hardwood, Linoleum, Asphalt and Rubber Tile, Terrazzo, Composition

Available from your dealer in sizes from 8" to 22" diameter and in grades 0, 1, 2, and 3 for any cleaning, wax-

ing or buffing operation. Write for free booklet on complete instructions in modern floor maintenance.

BRILLO SOLID DISC STEEL WOOL FLOOR PADS

BRILLO MANUFACTURING COMPANY, INC. • 60 John Street, Brooklyn 1, N.Y.

SE-423

NEW!... STAINLESS STEEL CASE

Master No. 1525

Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

Master No. 1500

Same as No. 1525, but without key-control.

FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. 8.

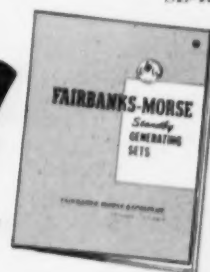
Master Lock Company,
Milwaukee 45, Wis.
World's Leading Padlock Manufacturers



SE-424

FREE!

8-page booklet of Fairbanks-Morse Generators!



Mail the coupon for booklet showing complete specifications of Fairbanks-Morse power generators for all industrial, commercial, municipal, and construction usages. Fairbanks-Morse generators range in capacities from 600-watt portables to 125-kw. sets — using gasoline, L P and other gases.



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WATER SYSTEMS • GENERATING SETS • MOWERS • MAGNETOS
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Fairbanks, Morse & Co., Chicago 5, Ill.

Gentlemen: Please send your 8-page booklet on power generators.

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City _____

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FOOD SERVICE

warmer capable of holding 72 1½ oz. popcorn cartons.

MANLEY, INC., 1920 Wyandotte St., Kansas City 8, Mo.

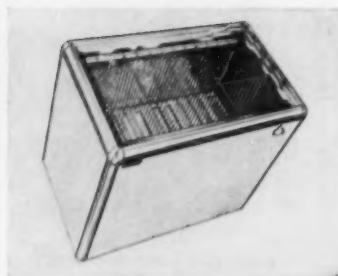
Milk Cooler

SE-519

Holds 570 Half Pints

Although the Bevco Dry Cooler has a storage capacity of 570 half pints of milk, it requires only 28" x 48" of floor space. There are no

coils or motors inside the cooling compartment, leaving the entire interior free and unobstructed for capacity storage, easy cleaning, complete sanitation and fast service. Grill dividers for separating the vari-



ADVERTISEMENT

SE-425



AT NORMAL WALKING SPEED, custodian buffs 21" path, renewing wax and polishes in 1 operation. Powerful vacuum picks up soilage.

New Type Floor Machine Maintains Gyms, Classrooms in 1/3 Usual Time

- Works FAST; is self propelling.
- Renews wax and polishes in 1 operation.
- Has powerful vacuum; does a clean job.
- Ruggedly built, yet weighs less than 90 lbs. Powered by 1 h.p. motor.

A fast, new type floor machine of exclusive design—with built-in vacuum and a dry-waxing device—attracted special attention at the recent AASA show in St. Louis.

The new machine is self propelled and reportedly maintains classrooms, gyms and other areas in about 1/3 the time ordinarily required.

It also provides an exclusive dry-waxing and polishing technique for fast, low cost renewal and maintenance of wax coatings on floors.

The machine covers a 21" path; uses a cylindrical drum for buffing, rewaxing, polishing or scrubbing; has powerful vacuum (3450 rpm fan).

Other features include dry wax cartridge, 8½" nose clearance, easy portability (weighs less than 90 lbs.). For details write to the G. H. TENNANT Co., 2540 N. 2nd St., Minneapolis 11, Minnesota.

ous sizes and types of containers is an optional accessory.

There is a noiseless ¼ hp sealed refrigeration unit.

BEVCO Co., INC., 3320 S. Broadway, St. Louis 18, Mo.

Rinse Booster

SE-520

Eliminates Need for Hand Toweling

Wyandotte Poreen is a rinse booster for both machine and hand dishwashing operations. Available in cases of 24 8 oz. bottles and 12 quart bottles, Poreen is non-toxic, colorless, and odorless.

Poreen eliminates water spots, streaks, and the need for hand toweling of glass, china and silverware.

WYANDOTTE CHEMICALS CORP., J. B. Ford Div., Wyandotte, Mich.

SE-521

Spray-Type Dishwasher

Removes Lipstick Stains from Glasses



Removal of lipstick stains from glasses without the use of brushes is one of the advantages of a new line of spray-type dishwashers made by Universal Dishwashing Machinery Co.

New, improved wash nozzles, extra driver nozzles and a wash spray system operating above and below the glasses produces an unusually effective spray pattern which penetrates the entire rack area and completely up into all the glasses.

UNIVERSAL DISHWASHING MACHINERY Co., 37 Windsor Pl., Nutley 10, N. J.

COUNTER MODEL POPPER

The Star 51 counter model popper requires only 3½ square feet of counter space . . . Has efficient thermostatically controlled popping unit. Concession offers the complete line of Star and Cretors Equipment.



\$265.00

\$265.00

ONE STOP SERVICE FOR ALL REQUIREMENTS

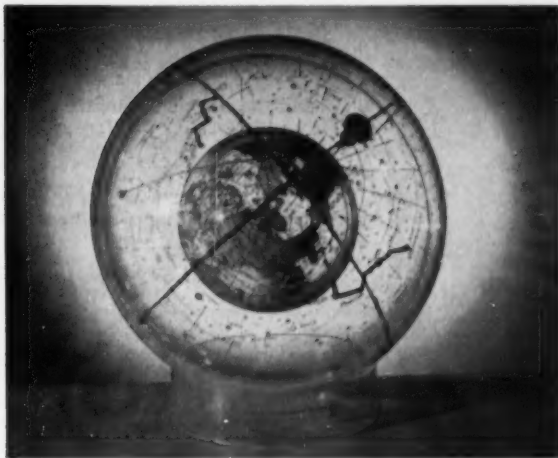
PORTABLE POPCORN STANDS . . . KETTLE POPPERS . . .
STAR & CRETORS EQUIPMENT . . . HOT DOG STEAMERS
AND BUN WARMERS . . . CUPS . . . PAPER PLATES . . .
PAPER TRAYS . . . POPCORN . . . BOXES . . . BAGS . . .
OILS . . . COLORING . . . SNOW CONE EQUIPMENT AND
SUPPLIES . . . DAD'S ROOTBEER SYRUPS AND DISPENSERS
. . . MISSION ORANGE . . . BEVERAGE DISPENSERS . . .
CANDY FLOSS MACHINES . . . WAFFLE MOLDS.

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CONCESSION SUPPLY CO.

3916 SECOR RD.
TOLEDO 13, OHIO
Kingswood 2488

SE-427



FARQUHAR GLOBE MODEL ST-12 is a useful tool in teaching the true relation of points on earth to sun and stars. This device, with a Terrestrial globe inside a Celestial globe, shows the true geographic zenith of sun and stars at any time of any day. It clearly demonstrates that the apparent movement of stars in a counter-clockwise direction is due to rotation of the earth on its axis from west to east. Price complete with stand: \$42.50. Write Dept. S.

FARQUHAR TRANSPARENT GLOBES

3724 Irving Street, Philadelphia 4, Pa.

October, 1955

you can't buy better **INSURANCE**



Straubel
ROLL TISSUE
and TOWELS—



For student health and sanitation in washrooms

Your facilities are beyond criticism with these Straubel products — by sanitation standards and economy, both! Highly absorbent, strong-fibred, yet extra-soft tissues do not easily puncture . . . And, Straubel's exclusive "Convenience-Cut" roll dispenses but *two sheets at one time* — stopping waste and tissue littered floors. You'll save and satisfy with Straubel's hand towels, too, because *fewer* are needed for a perfect drying job. They come in 100% kraft, semi-kraft or manilla — white, natural or brown — priced to meet every school budget.

FIT ALL STANDARD FIXTURES . . . Don't be misled — no special cabinets are required for Straubel products. They are made in standard sizes and folds to fit all nationally known fixtures.



THREE LEAF interfolded tissues are your wise choice for cabinet or recessed fixtures.

Straubel tissues and towels are sold thru merchants of paper products only. Write for dealer name.

STRAUBEL PAPER CO. • GREEN BAY • WIS.

183

FOOD SERVICE

warmer capable of holding 72 1½ oz. popcorn cartons.

MANLEY, INC., 1920 Wyandotte St., Kansas City 8, Mo.

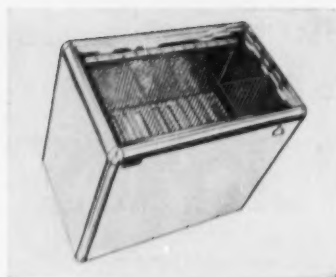
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\$265.00

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PORTABLE POPCORN STANDS . . . KETTLE POPPERS . . .
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ROLL TISSUE
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For student health and sanitation in washrooms

Your facilities are beyond criticism with these Straubel products — by sanitation standards and economy, both! Highly absorbent, strong-fibred, yet extra-soft tissues do not easily puncture . . . And, Straubel's exclusive "Convenience-Cut" roll dispenses but *two sheets at one time* — stopping waste and tissue littered floors. You'll save and satisfy with Straubel's hand towels, too, because *fewer* are needed for a perfect drying job. They come in 100% kraft, semi-kraft or manilla — white, natural or brown — priced to meet every school budget.

FIT ALL STANDARD FIXTURES . . . Don't be misled — no special cabinets are required for Straubel products. They are made in standard sizes and folds to fit all nationally known fixtures.



AND —



THREE LEAF Interfolded tissues are your wise choice for cabinet or recessed fixtures.

Straubel tissues and towels are sold thru merchants of paper products only. Write for dealer name.

STRAUBEL PAPER CO. • GREEN BAY • WIS.

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MAINTENANCE

Lawn Sprinkler

SE-522

Utilizes Lake Water

You can take advantage of the free water from shallow wells, lakes, streams and cisterns with the Lawn Waterer, a self-contained rubber roller pump made by Hypro Engineering, Inc.

Powered by a 1 hp gasoline engine or a 1/2 hp electric motor to a top recommended speed of 2600 rpm, the pump will supply enough water for



two average lawn sprinklers at 30 to 40 lbs. pressure, operating on the positive displacement pump principle.

The pumping unit complete with gas engine, filter and pressure control valve weighs only 62 lbs.

HYPRO ENGINEERING, INC., Dept. KP, 700 39 Ave., N.E., Minneapolis 21, Minn.

Beam Scaffold

SE-523

For Light Fixture Maintenance, Etc.



An all-metal beam scaffold, or hanger, for suspending planking or catwalks from I-beams and girder-type structures, has been introduced by Bil-Jax, Inc. Gravity holds the scissors-hook safely in place on the beam. Used in sets of two or more, these units have stirrups which can handle planks or catwalks up to 14" wide. Units are equipped with fixtures for attaching standard Bil-Jax diagonal braces and guard rails.

Ease of erecting, moving and removing are features which make it ideal on jobs such as light fixture maintenance, ceiling washing and repair, etc.

BIL-JAX, INC., Archbold, Ohio.

Whatever your exhibit requirements...



MICHAELS Time-Tight CASES are your best buy

This is one of many styles—all built to assure maximum visibility and usefulness, distinctive appearance and protection against handling, theft, and the ingress of dust or vermin. "Time-Tight" cases are constructed of extruded bronze or aluminum, and incorporate such features as Innerlocking frames, exclusive with Michaels; mitered intersections; no exposed screws (except where necessary for removal of hinged panels), and other structural advantages.

"Time-Tight" cases are available in table, aisle, wall, corner, suspended and recessed styles, and in any practical size. They meet exhibit requirements of universities, colleges, schools, libraries, museums, science laboratories and related types of display rooms. If necessary, Michaels will design special cases to meet specific requirements.

Send for literature which contains illustrations of case styles, complete construction details and specifications.



THE MICHAELS ART BRONZE CO., INC.

P. O. Box 668-SE • COVINGTON, KENTUCKY

Since 1870 the name Michaels has been a symbol of exceptionally high quality

Color Finishes

SE-524

For Old, New Concrete

Kwik-Color Seal and Kwik-Color Wax are a new easy way to add permanent, non-fading color to your concrete floors and, at the same time, eliminate concrete dusting.

The products are designed to be used in conjunction with each other, and are equally effective on old or new concrete. After the floor has been cleaned and etched with a good concrete hardener and etcher, Kwik-Color Seal is applied. This eliminates dusting, makes cleaning easier,

OVER 3000 MAXIM SNOW THROWERS

FROM COAST TO COAST
THROUGHOUT CANADA AND EUROPE

**FOR 7 YEARS
THE BEST
SNOW INSURANCE**

ON THE MARKET

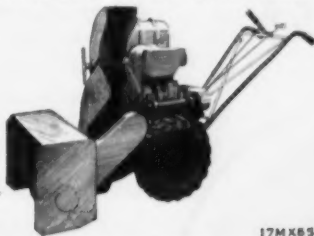
**3 HUSKY SNOW-PROVEN MODELS —
4.6 to 8.2 H.P.**

SOLD AND SERVICED THROUGHOUT THE SNOW BELT

ILLUSTRATED
BULLETINS
AVAILABLE

Write Dept. TW.

THE MAXIM SILENCER CO.
86 Homestead Avenue
Hartford, Connecticut



17MX85

SE-431

Now!
**TWO NEW GRADE-AID UNITS
TO FILL YOUR NEEDS!**

The first practical all-steel clay storage cart, specifically designed for clay and ceramics! The corrosion-proof stainless steel bowl holds up to 150 pounds of clay — heavy-duty casters permit easy handling by teacher and student — non-marking rubber bumpers safeguard walls and furniture! A durable low-cost necessity wherever clay is used!

**ALL-STEEL
MOBILE
CLAY CART!**



ART-COUNTER!



New combination sink, work counter and storage unit that will solve your art-room problems! Stainless-steel (and maintenance-free) work counter and sink . . . four roomy shelves, large enough to hold 24" x 36" art paper . . . closed cabinet for supplies! Economical in price — simple to install in minutes!

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GRADE-AID DIVISION

COLONIAL ENGINEERING CO., INC.

GROVE STREET, W. SOMERVILLE 44, MASS.

SPECIFIED

by top purchasers
for factories...warehouses...
schools...government
jobs...institutions!



PABCO

MASTIPAVE FLOORING

**Super-Tough, Non-Slip,
Resilient, Low-Cost!**



Top purchasers demand the best equipment for the job... it saves money, maintenance and accidents, too! That's why they specify Pabco Mastipave... the tough, long-wearing floor that costs little to install, little to maintain, and is so safe! In rolls, 36" wide; tiles, 9" x 9". Terra Cotta or Black.

Only PABCO makes MASTIPAVE!

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New York 16 • Chicago 54 • San Francisco 19
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GENTLEMEN: Without cost or obligation to me, please send your folder, "Every Building Needs Pabco MASTIPAVE."

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ADDRESS _____

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and beautifies the floor. It dries hard to the touch in 20 minutes.

Kwik-Color Seal develops excellent water resistance in 14 to 20 days after application. To protect it against water during this "curing" stage, Kwik-Color Wax should be applied.

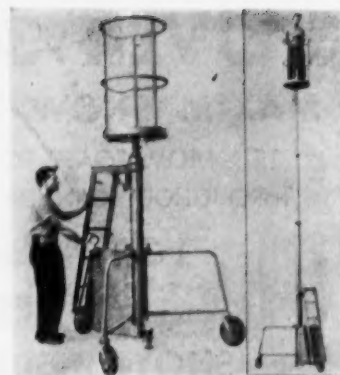
MULTI-CLEAN PRODUCTS, INC., St. Paul, Minn.

Hydraulic Lift

SE-525

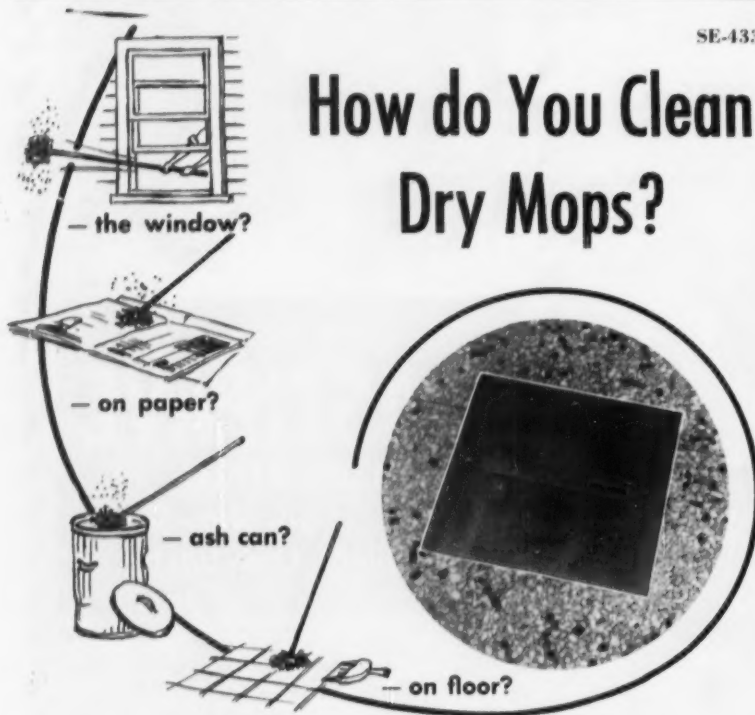
Reaches 20' Above Floor Level

Faster and safer than a ladder, and eliminating most uses for scaffolding, the Bulb Snatcher hydraulic lift can be raised and lowered from its rail-guarded 24" diameter platform or from the floor. A 35' Neoprene covered 3-conductor cable conveys the power for the 110 volt electrical system. The full 20-foot height is reached within 45 seconds for



SE-433

How do You Clean Dry Mops?



There are many ways that are wrong. The one right way is to install Vacuslot plates in all corridors. The operator passes the dry mop over the slot. The strands are pulled in, shaken violently by the inrush of air and all dust goes down to the basement. No time lost — no dust scattered — Vacuslot is the modern sanitary method.

You can use the same system for cleaning floors, pick up spilled liquids, cleaning boiler tubes, machinery, furniture, and the air conditioning equipment. Vacuslots can be installed in any building, old or new. Ask for Bulletin 153.

THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT

SPENCER
HARTFORD

501-D

painting, plastering, repairing, and changing light bulbs.

The Bulb Snatcher consists of a rigid frame supported by three 12" wheels; the forward wheel being attached to a tow bar for easy steering. The swiveling rear wheels have locks that hold them straight for better trailing, and foot brakes are supplied with the unit to prevent any movement when it is in use.

G. W. GALLOWAY CO., 25 N. 4 Ave., Arcadia, Calif.

Floor Machine

SE-526

Low Height Eliminates Vibration



The Vestal Floor Machine for scrubbing, waxing, polishing, and light sanding features quiet operation, perfect balance, easy handle, and drip proof motor and gear assembly. The machine is designed with a low center of gravity. The low height eliminates vibration and assures uniform working contact between the brush and the floor.

VESTAL, INC., 4963 Manchester Ave., St. Louis 10, Mo.

THE SCHOOL EXECUTIVE

The Number One Value In FOLDING TABLES

by **Midwest**

First in value because they have everything you want in a folding table—modern styling . . . master crafted finishes . . . ease and safety of handling . . . compactness for storage . . . made to last . . . greatest seating comfort.



SPACE PROBLEMS SOLVED

Midwest tables are the perfect solution for effortless low-cost conversion of multi-use rooms. The No. 1 choice of leading schools, clubs and institutions because they set up easily, fold quickly, and store compactly when not in use.

CHECK THESE VALUE-PACKED FEATURES

- Exclusive "off-center" leg design for seating comfort.
- Exclusive safety lock that secures legs in both folded and extended positions.
- Double-braced legs guaranteed 5 years.
- Smooth sanitary tops sealed and lacquered.
- Chip-proof plastic molding.
- Extension legs available to adjust seating heights.

Whatever your table needs, there are Midwest Folding Tables available to meet them . . . in a complete range of styles, sizes and choice of top materials. Write for Free Catalog today!

Midwest

FOLDING PRODUCTS

Dept. 6510

Roselle, Illinois

SE-435



FIRST!

... created all the Major chalkboard improvements.

... money-saving maintenance . . . lowest cost-per-year.

CLARIDGE can meet your most exacting requirements

GRAPHOLITE . . . low price, good quality.

STRUCTOPLATE . . . fine performance all conditions, all types of buildings.

DURACITE . . . 100 years performance under average use.

VITRACITE . . . vitreous porcelain enamel steel chalkboard, guaranteed for life of any building.

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Catalog 55 with complete information on chalkboards, bulletin boards and aluminum trim.

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Claridge

CHALKBOARDS

and BULLETIN BOARDS

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LOCK	NO.	NO.	NO.	NO.	NO.	NO.	NO.	NO.	NO.
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ADAMS, HADLEY	2/1/50	202	24256	15	5	20			
ADAMS, HADLEY	2/1/50	202	24257	25	4	14			
ADAMS, HADLEY	2/1/50	204	24258	34	19	4			
ADAMS, HADLEY	2/1/50	205	24259	47	7	24			
ADAMS, HADLEY	2/1/50	206	24260	57	17	7			
ADAMS, HADLEY	2/1/50	207	24261	67	17	7			
ADAMS, HADLEY	2/1/50	207	24262	77	17	7			
ADAMS, HADLEY	2/1/50	207	24263	87	17	7			
ADAMS, HADLEY	2/1/50	207	24264	97	17	7			
ADAMS, HADLEY	2/1/50	207	24265	107	17	7			
ADAMS, HADLEY	2/1/50	207	24266	117	17	7			
ADAMS, HADLEY	2/1/50	207	24267	127	17	7			
ADAMS, HADLEY	2/1/50	207	24268	137	17	7			
ADAMS, HADLEY	2/1/50	207	24269	147	17	7			
ADAMS, HADLEY	2/1/50	207	24270	157	17	7			
ADAMS, HADLEY	2/1/50	207	24271	167	17	7			
ADAMS, HADLEY	2/1/50	207	24272	177	17	7			
ADAMS, HADLEY	2/1/50	207	24273	187	17	7			
ADAMS, HADLEY	2/1/50	207	24274	197	17	7			
ADAMS, HADLEY	2/1/50	207	24275	207	17	7			
ADAMS, HADLEY	2/1/50	207	24276	217	17	7			
ADAMS, HADLEY	2/1/50	207	24277	227	17	7			
ADAMS, HADLEY	2/1/50	207	24278	237	17	7			
ADAMS, HADLEY	2/1/50	207	24279	247	17	7			
ADAMS, HADLEY	2/1/50	207	24280	257	17	7			
ADAMS, HADLEY	2/1/50	207	24281	267	17	7			
ADAMS, HADLEY	2/1/50	207	24282	277	17	7			
ADAMS, HADLEY	2/1/50	207	24283	287	17	7			
ADAMS, HADLEY	2/1/50	207	24284	297	17	7			
ADAMS, HADLEY	2/1/50	207	24285	307	17	7			
ADAMS, HADLEY	2/1/50	207	24286	317	17	7			
ADAMS, HADLEY	2/1/50	207	24287	327	17	7			
ADAMS, HADLEY	2/1/50	207	24288	337	17	7			
ADAMS, HADLEY	2/1/50	207	24289	347	17	7			
ADAMS, HADLEY	2/1/50	207	24290	357	17	7			
ADAMS, HADLEY	2/1/50	207	24291	367	17	7			
ADAMS, HADLEY	2/1/50	207	24292	377	17	7			
ADAMS, HADLEY	2/1/50	207	24293	387	17	7			
ADAMS, HADLEY	2/1/50	207	24294	397	17	7			
ADAMS, HADLEY	2/1/50	207	24295	407	17	7			
ADAMS, HADLEY	2/1/50	207	24296	417	17	7			
ADAMS, HADLEY	2/1/50	207	24297	427	17	7			
ADAMS, HADLEY	2/1/50	207	24298	437	17	7			
ADAMS, HADLEY	2/1/50	207	24299	447	17	7			
ADAMS, HADLEY	2/1/50	207	24300	457	17	7			
ADAMS, HADLEY	2/1/50	207	24301	467	17	7			
ADAMS, HADLEY	2/1/50	207	24302	477	17	7			
ADAMS, HADLEY	2/1/50	207	24303	487	17	7			
ADAMS, HADLEY	2/1/50	207	24304	497	17	7			
ADAMS, HADLEY	2/1/50	207	24305	507	17	7			
ADAMS, HADLEY	2/1/50	207	24306	517	17	7			
ADAMS, HADLEY	2/1/50	207	24307	527	17	7			
ADAMS, HADLEY	2/1/50	207	24308	537	17	7			
ADAMS, HADLEY	2/1/50	207	24309	547	17	7			
ADAMS, HADLEY	2/1/50	207	24310	557	17	7			
ADAMS, HADLEY	2/1/50	207	24311	567	17	7			
ADAMS, HADLEY	2/1/50	207	24312	577	17	7			
ADAMS, HADLEY	2/1/50	207	24313	587	17	7			
ADAMS, HADLEY	2/1/50	207	24314	597	17	7			
ADAMS, HADLEY	2/1/50	207	24315	607	17	7			
ADAMS, HADLEY	2/1/50	207	24316	617	17	7			
ADAMS, HADLEY	2/1/50	207	24317	627	17	7			
ADAMS, HADLEY	2/1/50	207	24318	637	17	7			
ADAMS, HADLEY	2/1/50	207	24319	647	17	7			
ADAMS, HADLEY	2/1/50	207	24320	657	17	7			
ADAMS, HADLEY	2/1/50	207	24321	667	17	7			
ADAMS, HADLEY	2/1/50	207	24322	677	17	7			
ADAMS, HADLEY	2/1/50	207	24323	687	17	7			
ADAMS, HADLEY	2/1/50	207	24324	697	17	7			
ADAMS, HADLEY	2/1/50	207	24325	707	17	7			
ADAMS, HADLEY	2/1/50	207	24326	717	17	7			
ADAMS, HADLEY	2/1/50	207	24327	727	17	7			
ADAMS, HADLEY	2/1/50	207	24328	737	17	7			
ADAMS, HADLEY	2/1/50	207	24329	747	17	7			
ADAMS, HADLEY	2/1/50	207	24330	757	17	7			
ADAMS, HADLEY	2/1/50	207	24331	767	17	7			
ADAMS, HADLEY	2/1/50	207	24332	777	17	7			
ADAMS, HADLEY	2/1/50	207	24333	787	17	7			
ADAMS, HADLEY	2/1/50	207	24334	797	17	7			
ADAMS, HADLEY	2/1/50	207	24335	807	17	7			
ADAMS, HADLEY	2/1/50	207	24336	817	17	7			
ADAMS, HADLEY	2/1/50	207	24337	827	17	7			
ADAMS, HADLEY	2/1/50	207	24338	837	17	7			
ADAMS, HADLEY	2/1/50	207	24339	847	17	7			
ADAMS, HADLEY	2/1/50	207	24340	857	17	7			
ADAMS, HADLEY	2/1/50	207	24341	867	17	7			
ADAMS, HADLEY	2/1/50	207	24342	877	17	7			
ADAMS, HADLEY	2/1/50	207	24343	887	17	7			
ADAMS, HADLEY	2/1/50	207	24344	897	17	7			
ADAMS, HADLEY	2/1/50	207	24345	907	17	7			
ADAMS, HADLEY	2/1/50	207	24346	917	17	7			
ADAMS, HADLEY	2/1/50	207	24347	927	17	7			
ADAMS, HADLEY	2/1/50	207	24348	937	17	7			
ADAMS, HADLEY	2/1/50	207	24349	947	17	7			
ADAMS, HADLEY	2/1/50	207	24350	957	17	7			
ADAMS, HADLEY	2/1/50	207	24351	967	17	7			
ADAMS, HADLEY	2/1/50	207	24352	977	17	7			
ADAMS, HADLEY	2/1/50	207	24353	987	17	7			
ADAMS, HADLEY	2/1/50	207	24354	997	17	7			
ADAMS, HADLEY	2/1/50	207	24355	1007	17	7			

NATIONAL LOCK MASTER CHARTS

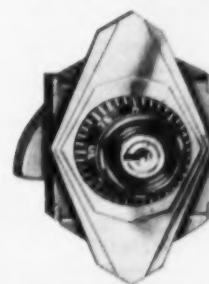
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You need NATIONAL LOCK'S helpful master record charts for orderly locker control. Simple ...easy-to-use...supplied free with each order of NATIONAL LOCK Combination Locks. With initial orders of 100 or more locks, a handsome leatherette binder for these charts is included. Take advantage of this convenient service.



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ADMINISTRATION

Spirit Duplicator SE-527 *Is Virtually Effortless to Turn*



The BDC spirit duplicator features an automatic feed, perfect registra-

tion, and a gravity fluid system that eliminates the pump. It is roller moistened by means of a bronze roller that never requires replacement and which moistens to the very top of the sheet.

A four-position pressure control provides longer runs and sharper copy from each master. An automatic master clamp is provided to accept and lock the master instantly.

The BDC is constructed with ball bearings throughout so that it is virtually effortless to turn and substantially reduces operator fatigue.

BOHN DUPLICATOR CORP., 444 4th Ave., New York 16, N. Y.

Collating Machines SE-528 *Two New Models, Five Sizes*

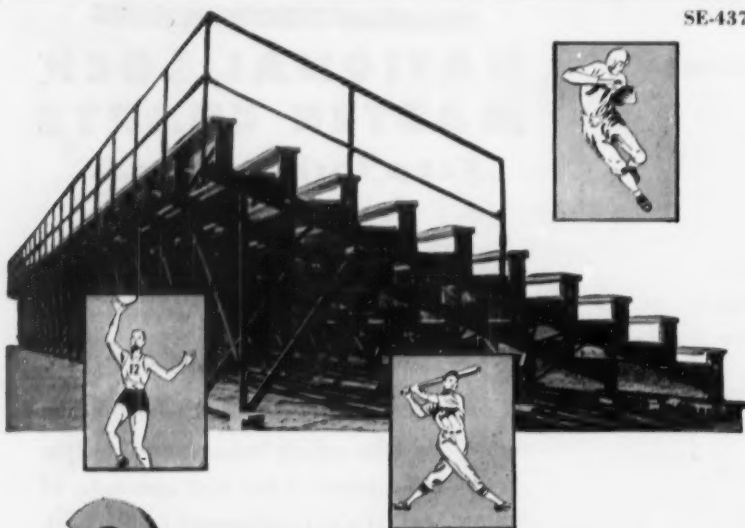


Divided into mechanical Single-Pedal and Double-Pedal types and electric-powered Foot-Button types, the new line of Thomas Collators ranges from 8-sheet to 32-sheet floor models. Each unit is capable of increasing collating efficiency by 400% over hand-gathering methods.

A new Speed Load Control and the recently-developed Stroke-Stop Regulator are located on the front panel of each model. With the Load Control, all feed-fingers can be raised in unison. This allows the operator to use both hands for loading the bins, an important factor when handling large, odd-sized paper.

The Stroke-Stop Regulator permits the operator to automatically adjust all feed-fingers in one operation so that any size paper up to 20" x 17" will be ejected properly.

THOMAS COLLATORS, INC., Dept. M., 50 Church St., New York 7, N. Y.



SE-437

3 SICO BLEACHER INSTALLATIONS *All at the price of one!*

You buy a single Sico bleacher installation and use it indoors for basketball and outdoors for baseball, football and other spectator events.

Sico portable steel bleachers save money because they're easily and quickly set up and dismantled; the heaviest part weighs only 90 pounds. Sico's Speedlock contributes to Sico's portability.

Safety of Sico Portable Bleachers has been proven in structural loading and wind tests; approvals have been granted Sico bleachers by commercial testing laboratories and other state sponsored safety bureaus. Steel used in Sico bleachers is factory tested and inspected before use. Seat and footboards are 2" thick and 10" wide.

SICO SPEEDLOCK

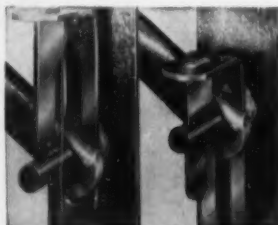
Sico's exclusive, patented Speedlock hastens assembly and disassembly time by eliminating time-wasting nuts and bolts that often jam or rust. Simple, safe Speedlock drops into place to provide a positive locking device that's rust-proof and practically indestructible.

For specifications and complete details write

SICO GRANDSTANDS, INC.

DIVISION OF

WACO MFG. CO.



3569 WOODDALE AVENUE,
MINNEAPOLIS 16, MINNESOTA

Photocopy Machine Cleaner SE-529

Insures Streak-free Reproductions

A new processor cleaner for keeping photocopying machines free from sediment is being marketed by Hunter Photo-Copyist, Inc. Available in one and two quart sizes, this cleansing solution removes all dirt that might streak reproduction copy.

The cleanser can be poured right into the processor where it cleans the entire working unit assembly of the machine in a few minutes. The solution can be re-used up to 15 times.

HUNTER PHOTO-COPYIST, INC., 595 Spencer St., Syracuse 4, N. Y.

AMERICAN



Floor-Kings are only part of the
New No. 1 Maintenance Machine line!

Now — pick the *Vacuum* for your job!



American Water Pick-Up
Wet, 12 gal., dry, 1½ bu.



American Wet or Dry Vacuum
Wet, 9½ gal., dry, 1½ bu.



American Industrial Vacuum
Wet, 12 gal., dry, 1½ bu.



American Small Vacuum
Wet, 2 gal., dry, 4½ gal.

Versatile, years ahead features . . . American Vacuums are designed to look good in an office, engineered to perform anywhere . . . respond to your slightest movement . . . powerful suction gets deep-down dirt, dries scrubbed floors automatically . . . light weight, rugged . . . dozens of job-tested attachments for quick, thorough cleaning of rugs, floors and off-the-floor objects . . . American Vacuums are No. 1 in performance, all sizes for any job, any budget! Write for on-the-job demonstration, no obligation.

PERFORMANCE PROVED MAINTENANCE MACHINES . WORLD-WIDE SALES AND SERVICE

THE AMERICAN®
FLOOR SURFACING MACHINE CO.
ESTABLISHED 1903

549 So. St. Clair St., Toledo 3, Ohio

SE-439

Check these "SAFE-TEE" features

Welded
Tubular Frame
Rubber
Foot Caps
Won't Slide
All-Steel
Form-Fitting
Baked
Enamel Finish



Rounded
Seat Corners
Can't Upset
Can't Collapse
Noiseless
Posture Back
Sturdy
Braces

IONIA "SAFE-TEE" FOLDING CHAIRS



This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!

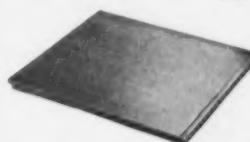
Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONIA MFG. CO. • IONIA, MICH.

SE-440

MAYLINE



METAL EDGE DRAWING BOARD

Mayline
Invites Your
Inquiries

Ask about our attractive prices on school furniture and equipment: metal-edge drawing boards, art tables, drafting tables, chairs, desks, and work benches. Send us your bids.



C-7702 ART TABLE



C-7703B DRAFTING TABLE

Symbol of MAYLINE Superiority

MAYLINE COMPANY
609 No. Commerce St.,
Sheboygan, Wisconsin

MAYLINE

CLASSROOM EQUIPMENT

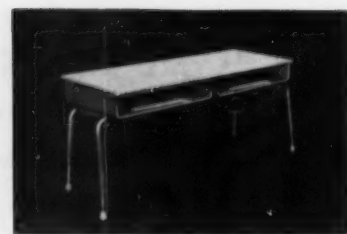
Stacking Desk

SE-530

Accommodates Two Pupils

Designed to meet the needs of classrooms requiring more economical use of space, the functional double desk stacks out of the way to create free areas for group activities.

The two pupil desk measures 20" x 48". It may be grouped flush with other Brunswick desks to



form larger work areas for group projects.

The desk top is of natural maple plywood and is also available with

plastic surface. The rugged self-supporting frame is designed to free the legs of confining braces and gives the desk added strength and a natural resiliency.

Five heights are available.

THE BRUNSWICK-BALKE-COLLENDER CO., 623 S. Wabash, Chicago 5, Ill.

Drapery Fabrics

SE-531

Hand-Blocked Prints on Fiberglas

Beautiful contemporary hand-blocked prints are now being offered in all phases of Fiberglas material, by Williamsburg Drapery Co., Inc. This firm is also making the heaviest boucle Fiberglas now being woven. It specializes in converting and hand-printing these fabrics in original modern designs, as well as designing and printing on Fiberglas for special jobs and to specifications.

Fiberglas material eliminates shrinking, stretching and mildewing. It is flameproof, washes easily, dries rapidly, does not fade, requires no pressing and is an efficient insulant against heat or cold.

WILLIAMSBURG DRAPERY CO., INC., 819 W. Chicago Ave., Chicago 22, Ill.

Lab Furniture Line

SE-532

Eliminates Custom Designing



An expanded laboratory furniture line, consisting of four and five drawer units, cupboards, sinks of various sizes, wall cases, corner units, floor cases, storage dispenser units, fume hood cabinet assemblies, refrigerators, tables, desks, chairs and stools, has been announced by Chicago Apparatus Co.

The units are made of heavy

In School

CLASSROOM · LABORATORY · SHOP

HAWS "Deck Type" Drinking Fountains

answer
every
demand



HAWS
Model No. 2000
Series
Pat. Applied for

Accommodating all schoolroom Drinking Fountain demands, the HAWS No. 2000 Series "Deck Type" Receptor mounts practically any combination of HAWS bubbler-type, pantry or fill-glass faucets—with vandal-proof fittings. Finished in acid resisting white enamel, this utilitarian shaped, cast iron Receptor is all but indestructible. Also available in stainless steel.

A raised, sloped, stainless steel rim provides water-tight mounting and prevents water from running onto table or cabinet tops. Shown with two fixtures, Receptor is available with one... or a combination hot and cold water faucet.

Write today for completely illustrated brochure.

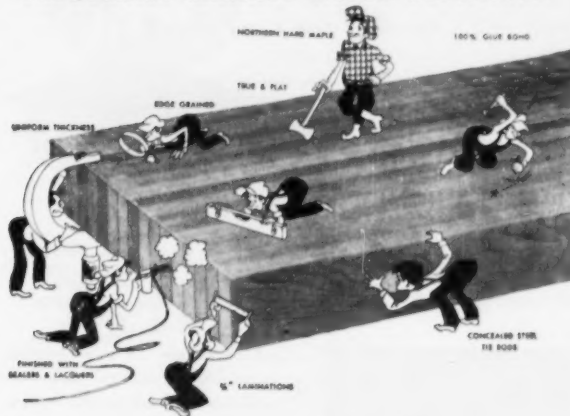
HAWS

DRINKING FAUCET CO.

1443 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA

TOLCO TOPS

FREQUENTLY IMITATED NEVER DUPLICATED



- TOLCO**— FIRST WITH ELECTRONIC GLUING
TOLCO— FIRST WITH $\frac{3}{4}$ " NORTHERN, HARD MAPLE LAMINATIONS
TOLCO— A SYMBOL OF THE FINEST IN INDUSTRIAL ARTS EQUIPMENT. PURCHASED WITH PRIDE BY LEADING SCHOOLS EVERYWHERE.



Write for Catalog and Specifications.

THE TOLERTON CO.
 265 N. Freedom Ave., Alliance, Ohio

SE-443

since 1916, VALLEN has pioneered the design and development of curtain controls and tracks to fill the changing needs of the modern stage. Thus, today as in the past, you can install VALLEN equipment with confidence because you are wisely investing in the world's finest.

VALLEN junior curtain control

Vallen, Inc.
 Akron 4, Ohio

SINCE 1916... VALLEN

October, 1955

Your school, too, can afford the very best...

The years and years of dependable trouble-free service built into Newcomb products, together with their matchless facility for meeting all the varied requirements of sound equipment in education, make Newcomb by far your most economical choice. Approved by leading school authorities from coast to coast.



Variable control of tempo and pitch

TR Models provide variable speed control for special applications of sound in teaching music, dancing, gym, language, etc.

FLOATING SOUND

Exclusive feature eliminates needle shipping due to jolts and jars of dancing feet.

MODEL TR-35AM: A versatile, 25 watt, 3 speed player for all records up to 17 $\frac{1}{4}$ ". Two 12" speakers. Inputs for 2 mikes, 1 phono with separate tone controls. An effective scratch suppressor. Magnetic pickup.

MODEL TR-16AM: 10 watt, 3 speed player, all records to 17 $\frac{1}{4}$ ". 12" speaker. Inputs for 1 mike, 1 phono with separate volume. Magnetic pickup. Scratch suppressor.

MODEL TR-16A: Same as above with crystal pickup, no scratch suppressor.

MODEL R-16: 5 watt, 3 speed player, combines light weight with ruggedness. All records to 17 $\frac{1}{4}$ ". 10" speaker. Mike and phono inputs with separate volume. Crystal pickup.

MODEL R-12: 5 watt, high quality, 3 speed player. All records to 12". Oval 6" x 9" speaker. Crystal pickup.

MODEL RC-12: Same as above with changer.

MODEL B-100: AM radio with unbelievable tone. Extremely sensitive. Large built-in loop. Jack for use as a tuner connected to P.A. system or for headphones. 6" speaker.

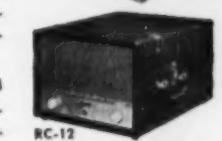
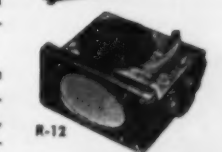
100% A.C. CONSTRUCTION

All models include power transformers for best performance and complete protection from shock hazard.

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NEWCOMB

DEPT. 5-10, 6824 LEXINGTON AVE.
 HOLLYWOOD 28, CALIFORNIA



SE-445

**IN
SCHOOLS**

**Floor Care
is mostly labor cost.**

**QUALITY
MOPS**

**Reduce
Man-Hours!**



**Cuts Clean-up
Time in Half**

**BIG X
Sweep Mop**

Here's a mop that
snatches up dust on contact.
And it's amazingly durable... lasts
and lasts. Can be removed from block for
washing. Handles can't break due to exclusive new, rugged
"Gibraltar" brace... BIG X comes in various widths
up to 5 feet! ... It's our leader!

**VICTORY
Wet Mop**

Your maintenance men
will cheer you for ordering
VICTORY mops. Soak up dirt and
water at high speed. A heavy-duty, long-
wearing mop—the choice of
thousands of buyers.



**HOLZ-EM
Applicator**

A high-speed performer. Reduces
cost of applying wax, seals, varnish.
More professional floor finishers use
HOLZ-EMS than any other applicator.

Order

AMERICAN STANDARD products from your regular
supplier. He has them or can get them for you.
If not, write us direct.

**TOPS IN MOPS!!
AMERICAN STANDARD MFG. COMPANY**

CHARLES E. KREBS and WALTER C. KREBS
2507 SOUTH GREEN STREET • CHICAGO 8, ILLINOIS

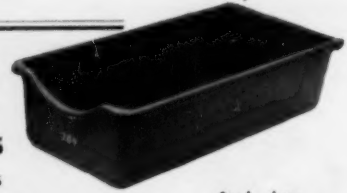


SE-446

**The new unbreakable
DURO
TOTE TRAY**

made of U.S. Royalite—tough Plastic Product

**used in
SCHOOLS:
HOME ECONOMICS
Art & Science Rooms
Physic & Chemistry Labs
Workshops**



Stock sizes:
#610 21x10x5
#630 16x12x4
others available



—Lightweight — unbreakable
—durable — easy to clean —
available in colors—numerals
can be added for identification
— (hotstamped) — eliminates
costly wood shelving —

Write for complete folder.

**HOLLYWOOD
PLASTIC ARTS,**

515 East 9th St., Los Angeles 15, Cal.
TUcker 8192

SE-447

PUSH BUTTON CONTROL



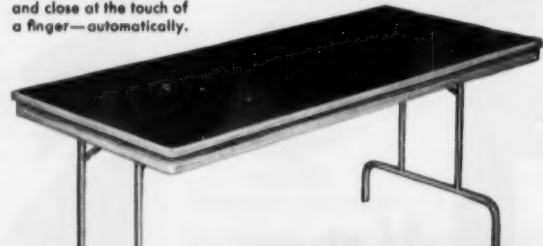
BARRICK'S Folding Tables with "push
button" operation reduce setup time.

Exclusive steel center channel construc-
tion adds strength—reduces weight.

Choice of rectangular, square or round
tables with plywood, formica or blonde
hard board tops in sizes and styles to
your exact needs.

**BARRICKS
FOLDING TABLES**

With Barricks patented
AUTOMATIC LEG LOCK,
legs lock in open position
and close at the touch of
a finger—automatically.



BARRICKS.
MFG. CO.

America's Finest Folding Tables

See your dealer or write for
the complete Barricks story.
134 W. 54th St.
Chicago 9, Ill.

WHAT'S NEW?

the NEW CRAFTOOL CATALOG

craftool

TOOLS AND EQUIPMENT

for the ceramics and crafts shop

BRINGS YOU UP TO DATE ON THE LATEST CERAMIC EQUIPMENT AND TOOLS

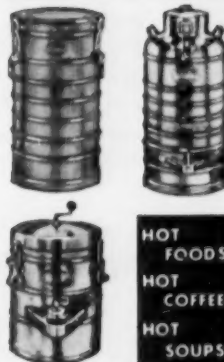
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Institutions, Industrial Plants, Schools,
Camps, Mills, Hotels, Hospitals, Commissaries,
Caterers, Steamships, Large Government and
Commercial Feeding Operations

THEY ALL DEPEND ON AERVOIDS TO MOVE HOT FOODS



Only AerVOIDs Have Health Approved Vacuum Insulation

The trend toward more and more centralization of food production on large feeding operations calls every day for more and more portable AerVOID Carriers to move hot foods and liquids. AerVOIDs alone are all stainless steel combined with health-approved vacuum insulation. AerVOIDs alone provide the highest SANITARY standards. AerVOIDs alone provide the durability to stand up under rough usage and spread their cost over a long period of service. AerVOIDs liquid carriers alone when used with new AerVOID faucet "NC" or "NS" are "in compliance" with the sanitary construction requirements (Item 9, Bul. 280) of U. S. Public Health Service.

Write for illustrated
Catalog Circular GA4

VACUUM CAN COMPANY

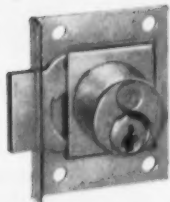
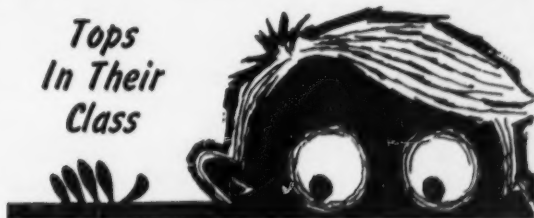
19 South Hayne Avenue

Chicago 12, Ill.

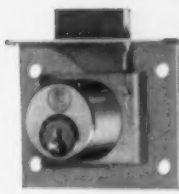
AERVOID Vacuum Insulated
Hot Food, Soup and Coffee Carriers

EAGLE SCHOOL SETS

*Tops
In Their
Class*



EAGLE NO. 03162 All brass half-mortise lock for fine cabinet work. May be ordered for either right or left hand doors.



EAGLE NO. 03202 All brass half-mortise pin tumbler drawer lock with unlimited key changes for fine cabinet work.

For one Key convenience, make certain your architect specifies Eagle high quality Cabinet Locks. Available in Keyed alike sets and Master Keyed to meet all requirements.

SPECIALISTS IN SCHOOL LOCKS FOR OVER 100 YEARS



the EAGLE LOCK CO.
Subsidiary of Bowser, Inc.
TERRYVILLE, CONNECTICUT

everything in electronics for the SCHOOL

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1956 324-PAGE ALLIED CATALOG



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most widely used
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Order from the one complete, dependable school supply source for all your radio, TV and electronic supply needs. We specialize in equipment for training purposes. Use our 324-page 1956 Catalog as your complete buying guide to the world's largest selections of TV, Radio and Electronic equipment. Depend on our experts for time-saving, money-saving electronic supply service and personal help. Write today for the 1956 ALLIED Catalog—your guide to everything in Electronic supplies.

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100 N. Western Ave., Dept. 8-K-5
Chicago 80, Illinois

**SPECIALISTS IN ELECTRONIC
SUPPLY FOR SCHOOLS**



CLASSROOM EQUIPMENT

gauge steel, with entire assemblies rigidly welded together into individual units which can be placed under a single continuous top surface. After fabrication, the units are run through a six-step rust-proofing process, ending with a gray Vinyl surface resistant to chemicals, abrasions, and moisture. The finish is applied through an electrostatic process which makes the paint adhere even to edges.

CHICAGO APPARATUS CO., 1735 N. Ashland Ave., Chicago, Ill.

Circular Desk

SE-533

Completely New Seating Concept

Not only a new design, but an entirely new concept in movable classroom seating is built into the new Rota Desk offered by Beckley-Cardy Co. The desk, with its unique circular shape, combines simplicity of line with stability.

The writing top of the Rota is a generous size which accommodates either left or right-handed pupils. The curved plywood back and chair seat are shaped to correct posture standards. Tubular frame has electrically welded joints with box type



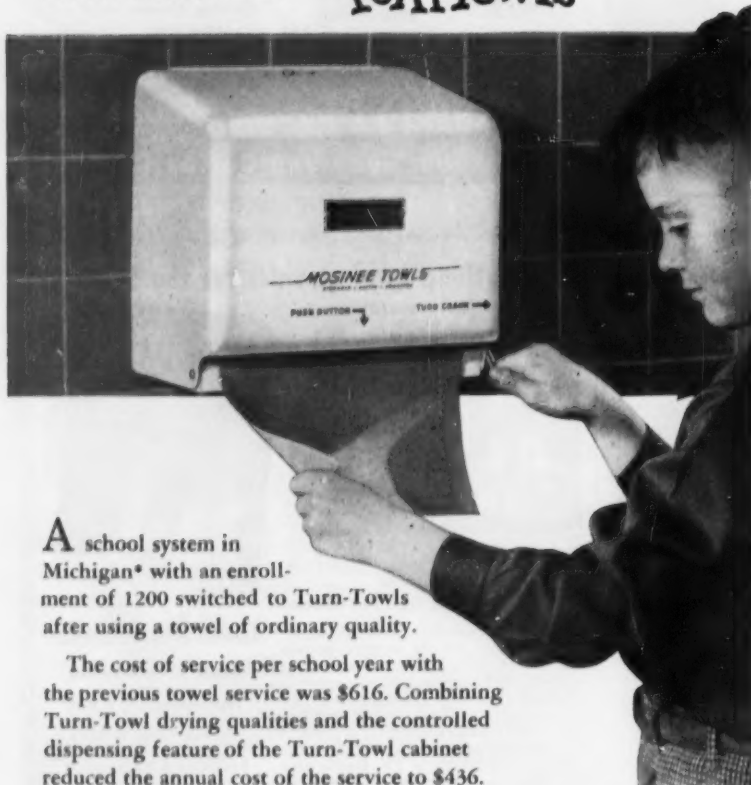
adapter to hold the writing top rigid. Books are easily available from the book rack just below the seat.

Three sizes are available: 14, 16, and 18" seat heights.

BECKLEY-CARDY CO., 1900 N. Naragansett Ave., Chicago 39, Ill.

School system cuts towel costs 29% with Mosinee Turn-Towls

SE-452



A school system in Michigan* with an enrollment of 1200 switched to Turn-Towels after using a towel of ordinary quality.

The cost of service per school year with the previous towel service was \$616. Combining Turn-Towl drying qualities and the controlled dispensing feature of the Turn-Towl cabinet reduced the annual cost of the service to \$436.

Improve your washroom facilities — and save money, too — with Mosinee Turn-Towl service. Write today for the name of your nearest Mosinee Towel Distributor.

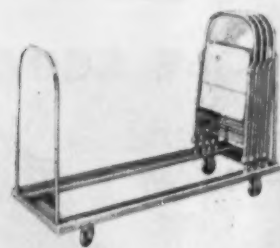
*Name on request



Chair Trucks

SE-534

Speed Up Folding Chair Storage



For fast, easy storage of folding chairs, four new models of demountable chair trucks are now being offered by the Krueger Metal Products Co.

The trucks feature "chan-angle" frames which permit easier loading with chairs securely positioned into a channel-type track. This prevents them from "falling through." Lightness of weight for easier mobility is combined with heavy-duty, durable, welded steel construction so that these trucks will withstand hardest usage. Sturdy swivel and fixed type casters having 4" diameter wheels with roller bearings and rubber tires also contribute to the easier mobility. When empty, the "chan-angle" frame also permits each truck to be stacked one upon the

Famous SAFWAY Offers New Low-Cost "BUDGET MASTER" BLEACHERS

● **NOW YOU CAN** get steel bleachers . . . designed and built in the famous SAFWAY plant . . . at a remarkably low price! The new BUDGET MASTER bleachers insure maximum safety with a welded steel angle framework. Full vision and comfort are provided for spectators.

BUDGET MASTER bleachers are available in standard units of 5 or 10 rows in height, with lengths in multiples of 6 ft. They can be used indoors or outdoors to seat any audience from 20 persons up. Mounted on skids, bleacher sections as long as 18 ft. are easily slid into position or relocated without disassembling.



Design Advantages:

"BUDGET MASTER FIVE"

Comfortably seats 20 adults in each 5-row, 6-ft. length.

"BUDGET MASTER TEN"

Comfortably seats 40 adults in each 10-row, 6-ft. length.

EASILY HANDLED

May be assembled or dismantled without tools by unskilled labor. Compact storage when not in use.

COMPLETELY PORTABLE

Entire bleachers or small sections can be re-used anywhere.

MAXIMUM VISION

Rise-per-row assures an unobstructed view for everyone.

MAXIMUM COMFORT

Steel frame holds wide seat planks and footboards.

GUARD RAILS AND POSTS

Furnished above 5th row. Steel tubular or angle construction, as desired.

WRITE FOR COMPLETE INFORMATION!

Learn how BUDGET MASTER bleachers can be used to solve many seating problems at unusually low cost. Write today—give details of your requirements.



SE-454

**Exclusive
SUPER-BONDED
9-PLY Construction**

You can see the superior difference in the surface, in the edges and inside.

**TABLE TOPS
WITH A
DIFFERENCE**

JOHNSON
world's toughest
TABLE TOPS

They're SUPER-BONDED by the exclusive JOHNSON process—and that means matchless beauty, super-smoothness, longest wear, highest sanitation and complete protection against marring. Widest selection of edging styles and plastic materials. Write for the full details that prove JOHNSON superiority.

FREE

JOHNSON PLASTIC TOPS, INC.

69 North Street, Dept. G-105

Elgin, Illinois

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FORMICA

SE-455



WORN STAIRS

ARE YOUR

NO. 1**DANGER****SPOT!**

Make Them Safe With Stairmaster Safety Treads

- Prevent accidents to children by the installation of Wooster's new aluminum Stairmaster Safety Treads over worn stairs. Installed in one day, usually without interrupting traffic, these durable metal treads minimize stair accidents and stop costly stairway maintenance. Used by hundreds of leading school systems. Send your overall stair measurements for a quotation.

FREE! Brochure shows how to make stairs and walkways safe.

Get Full Details

WOOSTER PRODUCTS, INC., Wooster, Ohio

Please send Literature on Stairmaster Safety Treads

Name

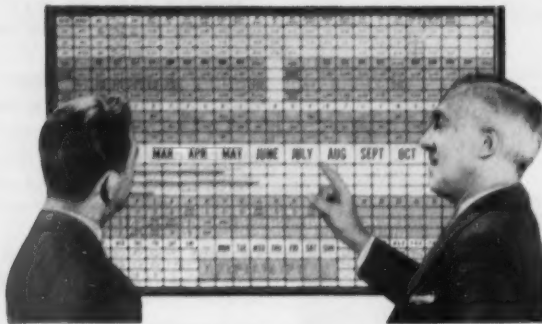
School

Address

City State

"Step Ahead with Wooster Safety Treads"

You Get Things Done Better By Seeing What's Happening



BOARDMASTER VISUAL CONTROL

- ★ Gives Graphic Picture of Your Operations in Color.
- ★ Facts at a Glance - Saves Time and Prevents Errors.
- ★ A Simple, Flexible Tool—Easily Adapted to Your Needs.
- ★ Easy to Use. Type or Write on Cards, Snap on Board.
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Complete Price **\$4950** Including Cards

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24-Page ILLUSTRATED BOOKLET S-10
Without Obligation

GRAPHIC SYSTEMS, 55 West 42nd St., New York 36, N.Y.

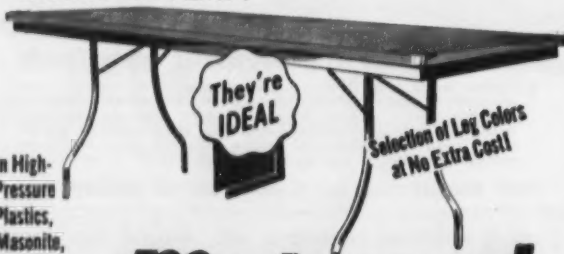
SE-457



Not Just Strength...

TRI-BALANCE STRENGTH

Minimum weight (for long-haul strength) . . . no knee-interference at either *END* or *SIDES* . . . folds and unfolds in a jiffy . . . most efficient automatic locking device . . . stack and store in minimum space. Just a few advantages of tri-balance design combined with Metwood-Hanover's traditional craftsmanship. Professional buyers call it . . . "The Table with 9 Lives".



In High-Pressure Plastics, Masonite, & Plywood Tops. Write for Catalog without obligation:

Metwood Mfg. Co., Inc.
Hanover, Pa.

metwood hanover

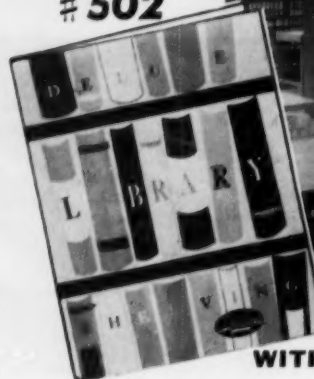
FOLDING TABLES



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502



**FREE ESTIMATES
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**DELUXE METAL FURNITURE CO.
WARREN, PENNSYLVANIA**

A DIV. OF ROYAL METAL MFG., CO.

SE-459

GIVE YOUR JANITORS THE BEST!

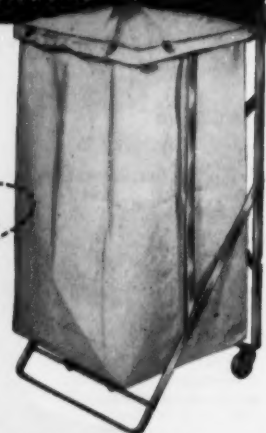
SHAMROCK

JANITOR SERVICE WAGONS

**Sanitary—Efficient!
Roll Easily—Won't
Scar or Mar Floors.**

**CANVAS BAGS . . .
Replaceable—Washable**

The Shamrock No. 75 Janitor Service Wagon is lightweight and labor-saving . . . helps your janitors cover more area in less time. Sturdy steel frame collapses into small space. Equipped with two 2-inch hard composition casters, and white canvas bag. Wagon measures 20" x 19" x 43" high when bag is open. Grommeted bag is washable; drawstring closure keeps contents secure when bag is taken from frame. Extra bags, white or O.D., are available. Famous Shamrock Canvas Products are used the world over! . . . Write for Literature and Prices!



Mfd. by MEESE, INC., Madison, Ind.



BEAT RISING LABOR COSTS
with
ADVANCE SPEEDBOY

TEACHER

No use to just worry about rising costs of floor maintenance—bring them down! There's an Advance model to fit your particular needs. Advance Speedboy Deluxe features such as automatic wheel mechanism and perfect balance for effortless operation will speed the job, cut the time needed. Silent Flo, the revolutionary grease-free, absolutely silent drive will cut machine up-keep costs to a fraction.

ADVANCE
"Speedboy"

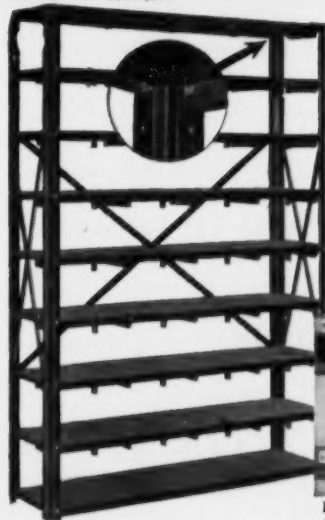
ADVANCE FLOOR MACHINE CO. 2608 Fourth St. SE., Minneapolis 14, Minnesota

Manufacturers of a complete line of outstanding floor and rug maintenance machines for over a quarter of a century.

SE-461

NEUBAUER *Gym* "TWIN-POST" BASKET RACK

U.S. Pat. No. 2,621,800



We also make Neubauer "Twin-Post" shelving in range of sizes. Write for literature.

Rigid Corner Posts— Safer Recessed Hasps

The Neubauer "TWIN-POST" corners are actually 2 posts with 3 strong corners (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed inside shelf edge. Eliminates danger of cuts and bruises.



FREE ESTIMATES—Neubauer gym Basket Racks are made in capacity desired for any size basket and can be equipped with casters. Olive green or airline grey. Special colors available.

Inquiries invited from school supply dealers.

NEUBAUER MFG. CO.

2015 Central Ave.
Minneapolis 28, Minnesota

SE-462

get low-cost
AUTOMATIC
classroom
timing
with

Montgomery
SYNCHRONOUS
PROGRAM CLOCKS



Fully automatic . . . signals silenced over weekends and holidays. Easy to set to any desired schedule . . . pushbuttons provide for special signals without disturbing pre-set schedule. 12 or 24-hour models. Your existing pushbutton system may be changed to a completely automatic one for as little as \$89.50 . . . or an entirely new system installed at low cost. Mail coupon, or see your dealer today.

MONTGOMERY MFG. CO., Owensville 4, Ind.

Please send information about Montgomery Program Clocks to

Name

Address

City and State

State

CLASSROOM EQUIPMENT

other, and stored in a small space.

KRUEGER METAL PRODUCTS CO.,
Green Bay, Wis.

Typing Table

SE-535

Designed to Resist Vibration

Engineered to resist the vibration of typewriters and business machines, the new tubular steel Typing Table No. 222B is made in three heights,

26½", 28", and 30". The table is made of 1½" x 16 gauge tubular



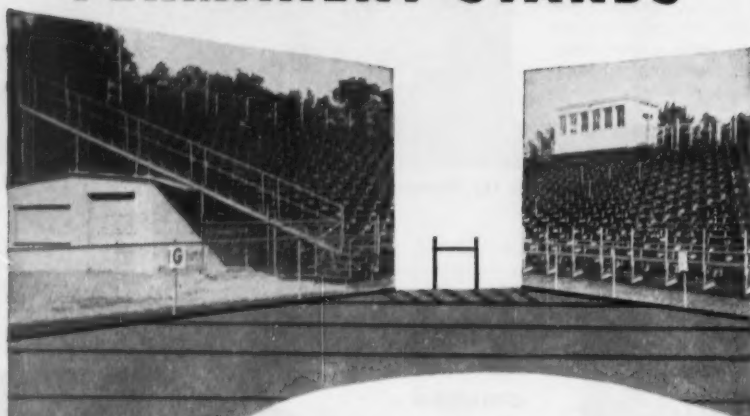
steel, electrically welded into a one-piece frame. Screw jack rubber nose glides are incorporated which permit 1" additional height. Although the standard table top measures 22" x 28", other sizes are available.

Another feature of the table is its 7" x 13" x 17" steel book holder, made of expanded steel mesh, rubber mounted to frame without the use of either screws or bolts which further cuts down any vibration noises.

AJUSTO EQUIPMENT CO., 2144
Madison Ave., Toledo, Ohio.

New perspective in PERMANENT STANDS

SE-463



If you're in the market for permanent seating, the factors of safety, durability, comfort and visibility—as well as price—should be of important consideration. But, don't overlook the factor of maintenance. Keeping structural steel free from rust is a time consuming, costly proposition.

That's why PLAYTIME licks the rust bugaboo at manufacturing source. Following fabrication, each welded steel panel is Hot-Dip Galvanized under a rigidly controlled process. This provides a thick coating of rust preventative zinc that guards against deterioration of steel for years and years—eliminates costly scraping and painting operations.

It will more than pay you to investigate PLAYTIME's new perspective in permanent stands—truly the pride of any athletic field.



Send for FREE descriptive
literature and investment
analysis information.

SE-536

Fireproof Diffusion Cloth *Is Suitable for Draperies*

A new Infinity Fireproof Diffusion Cloth is coming off the looms in blue and white. It can be washed or cleaned by any method with any soap, detergent or chemical.

The material is a man-made synthetic which is not only inherently fireproof but does not shrink or stretch and is exceptionally fade resistant. Six other colors and metallic are available.

EDWIN RAPHAEL CO., INC., Hol-
land, Mich.

SE-537

Art Easel *Can Be Used on Field Trips*

Lightweight and compact, the Safe-Lock Instant Art Easel #711 can be set up anywhere. The telescoping legs permit use on any terrain. These large diameter legs are precision machined of hand polished aluminum for maximum tubing rigidity. Weighs less than 3½ lbs.

The easel holds any canvas up to 30" x 40". The canvas cannot jar loose from the easel because of a double braced canvas support and rubber tipped lock screw. Canvas supports lock instantly at any height by means of large aluminum lock knobs. The paint box support is made of extra-rigid solid aluminum.

This easel folds compactly.

ARSCO AMERICAN, INC., 3308 Ed-
son Ave., New York 69, N. Y.

SCHOOL EQUIPMENT INDEX—OCTOBER, 1955

This index covers products and services referred to in both advertisements and editorial reviews in this issue. To find a particular advertisement or editorial listing, consult the key (SE number) which precedes the listing, and which will also be found above the advertisement or listing in the body of the magazine.

If further information concerning any of these products is desired, it will be sent without charge or obligation. Simply circle the identifying numbers on the back of the business reply card below and mail it to us.

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- 302 Johnson Temperature Control System
- 303 Nesbitt Thermovent
- 304 Powers Temperature Regulator
- 305 Fort Howard Paper Towels
- 306 St. Regis Panelyte
- 307 Heinz Soups
- 308 Cretors Popcorn Machine
- 309 Benjamin Porcell Chalkboards
- 310 Jennison-Wright Kreolite Flooring
- 311 American School and University
- 312 West Wescodyne Germicide
- 313 "As I See It" by Walter D. Cocking
- 314 Keyes Molded Plastic Tableware
- 315 Pittsburgh Color Dynamics
- 316 Rohm & Haas Plexiglas
- 317 American Photocopy Copying Machines
- 318 Delta Drill Press
- 319 Detroit Steel Fenestra Traffer-Acoustical Building Panels
- 320 American Seating Universal Desks
- 321 Adams & Westlake Aluminum Reversible Windows
- 322 Breuer Floor Machines
- 323 Desk Tops Plastic Tops for Desks and Tables
- 324 The Grollier Society 1955 Book of Knowledge
- 325 Wear-Ever Aluminum Cooking Utensils
- 326 Strong Electric Spotlights
- 327 Westmoreland Flexible Classroom Furniture
- 328 Mississippi Translucent, Diffusing Glass
- 329 NEMA Electric Ranges
- 330 Trane Heating and Ventilating Products
- 331 Medart Steel Lockers
- 332 Nesbitt Series Wind-O-Line-System
- 333 RCA Sight and Sound Systems
- 334 Westinghouse Modern Electrical Practices
- 335 Chicago Hardware Foundry Electric Dryers
- 336 Page Chain Link Fence
- 337 Ditto Duplicators
- 338 Libbey-Owens-Ford Tuf-Flex Plate Glass
- 339 Arco Optonic System
- 340 Norris Milk Dispensers
- 341 Hussey "Roll-Out" Gym Seats
- 342 Dudley Master-Keyed Locker Locks
- 343 Victor 16mm Sound Projector
- 344 Luther O. Draper Shade Units
- 345 Johns-Manville Fibretone Acoustical Units
- 346 Sani-Mist Modern Foot Sanitation
- 347 Ajuto Automatically Adjustable Chairs and Stools
- 348 Royal Typewriters for Schools
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- 350 Cyclone Fence
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- 356 Rolscreen Pella Wood Folding Doors
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- 358 Schieber Folding Tables & Benches
- 359 Loxit Chalkboard System
- 360 Chicago Roller Skates
- 361 Universal Roll-A-Way Bleachers
- 362 Geerpres Mop Wringers
- 363 Leonard Peterson Laboratory, Home Making and Art Room Furniture
- 364 Manley School Refreshment Stand Equipment

SE

- 365 Shwayder Bros. Samsonite Classroom Furniture
- 366 Walter G. Legge Slip-Resistant Floor Polish
- 367 Heyer Spirit Duplicators
- 368 Haldeman-Hamms Folding Tables and Benches
- 369 Curtiss-Wright Precision Instruments
- 370 Griggs School Furniture
- 371 Ward Safeguard School Bus
- 372 Executone School Intercom Systems
- 373 Metabol Laboratory Equipment
- 375 Pratt & Lambert Lyt-All Flowing Flat Paint
- 376 Clarin Folding Chairs
- 377 Bradley Washfountains
- 378 Hammond Organs for School
- 379 American Optical Opaque Projector
- 380 Ford School Bus Safety Chassis
- 381 Cowan Light Metal Products
- 382 Leavitt Telescoping Bleachers
- 383 Celotex Sound Conditioning
- 384 Conn Band Instruments
- 385 Richards-Wilcox Fold-A-Way Partitions
- 386 Vogel-Peterson Coat and Hat Racks
- 387 Snyder Tank Grandstands and Bleachers
- 388 Owens-Illinois Taplite Roof Panels
- 389 Presto Recording Equipment and Discs
- 390 Wenger Risers
- 391 Mastic Tile Corporation Mastic Asphalt Tile
- 392 Fleetwood Flexible Furniture
- 393 Huntington Floor Maintenance Methods
- 394 Sanymetal Toilet Compartments
- 395 United States Plywood Weldwood Chalkboard
- 396 Smithcraft School Lighting Units
- 397 American City Bureau Fund-Raising
- 398 Viewlex Projectors
- 399 Dictaphone Business Practice Course
- 400 Baker-Ross Scaffolds
- 401 Sexauer Screw and Washer Combination for Faucets

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- 402 Audio Equipment Electronic Megaphone
- 403 Equipto Clothes Storage Lockers
- 404 Hillyard Chemical Floor Maintenance
- 405 Duke Thermaduke Waterless Food Warmer
- 406 Mitchell Folding Tables and Stands
- 407 Multi-Clean Floor Maintenance Equipment
- 408 Simoniz Floor Wax
- 409 Holcomb & Hoke Foldour
- 410 Finnell System Sanax Wax Cleaner
- 411 Pennsylvania Slate Chalkboards
- 412 Wakefield Beta Recessed Luminaires
- 413 Colonial Sink-Work-Counter and Storage Units
- 414 Kuhne School Furniture
- 415 International School Seating
- 416 National Multi-purpose School Furniture
- 417 Kewaunee Educational Laboratory Planning Aids
- 418 Berlin Ex-A-Way Bleachers
- 419 American Bitumuls & Asphalt Laykold Tennis Courts
- 420 Sylvania Modern School Lighting
- 421 Beckley-Cardy Rota Desk
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- 423 Master Stainless Steel Lock
- 424 Fairbanks-Morse Power Generators Back-let
- 425 Tennant Floor Machine
- 426 Concession Supply Counter Model Popper
- 427 Farquhar Transparent Globes
- 428 Straubel Roll Tissue and Towels
- 429 Michaels Display Cases
- 430 Maxim Snow Throwers
- 431 Colonial Engineering Clay Carts and Art Counters
- 432 Pabco Mastipave Flooring
- 433 Spencer Vacuolot Plates for Map Cleaning
- 434 Midwest Folding Tables
- 435 Claridge Chalkboards and Bulletin Boards
- 436 National Lock Master Charts
- 437 Sico Bleacher Installations

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NEW YORK, N.Y.

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THE SCHOOL EXECUTIVE, 470 Fourth Ave., New York 16, N. Y. October, 1955

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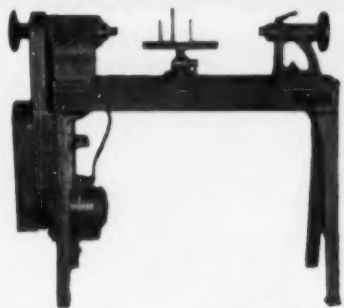
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fits any 55 gallon drum on hand



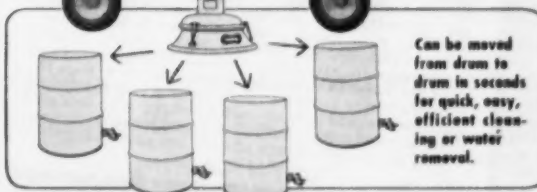
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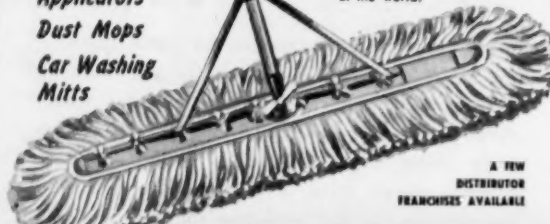
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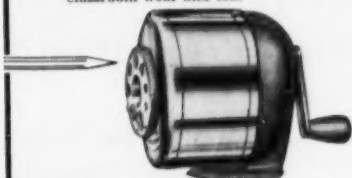
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Hi-Fi Phonograph SE-538 *Headphones Permit Individual Listening*

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SE-474

Versatile All-Purpose Equipment with highly durable Hamilcore top



LN-0245 2-STUDENT TABLE.
Like all All-Purpose units, it is now in
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- ★ Full carton of straws completely empties into dispenser without straws being handled.
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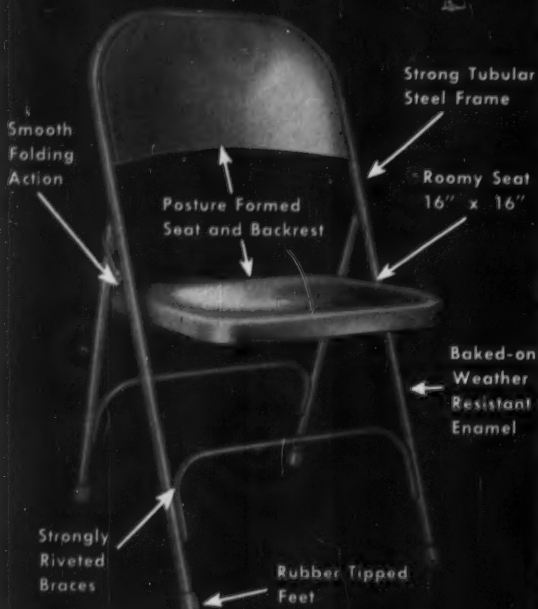
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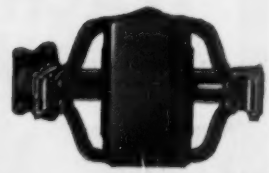
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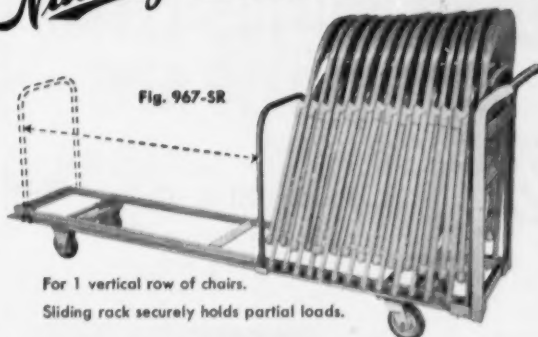
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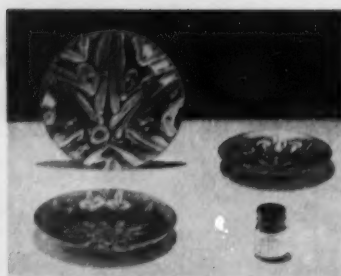
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TEACHING MATERIALS

coating of flux is first fired to the copper. The second firing consists of a layer of transparent enamel, preferably dark. The separation enamel is applied last. It is allowed to dry or is carefully force-dried in the hot kiln. The piece is then fired to normal temperature. The separation effect is apparent after withdrawal from the kiln.



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The SPACE-MASTER Desk and Chair Unit is ideal classroom seating . . . and a real space-saver, too.

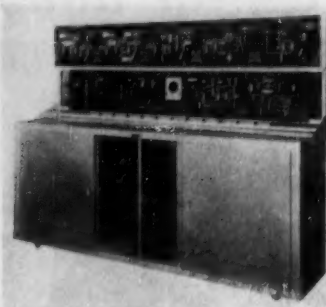
ROWLES
School Equipment

Ask your local Rowles School Equipment Dealer for complete details on The SPACE MASTER DESK, or write for complete seating catalog 270/5.

E. W. A. ROWLES COMPANY ARLINGTON HEIGHTS, ILL.

Electronics Trainers SE-541

For Demonstrating Circuitry



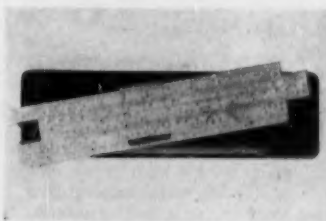
The new RCA Dynamic Electronics Trainers provide equipment for classroom use—RCA Model 161 Instructors Demonstrator, (illustrated) and for student practice—RCA Model 121 Student Laboratory Set.

The Model 161 contains 35 chassis type panels, each a different circuit. All circuits may be demonstrated individually, or in chain operation, illustrating principles involved in AM radio, FM radio, and special applications of circuits in radar, television, test equipment, etc. The panels are easily installed, with all connections automatic upon installation. Components plug-in adjacent to their respective symbols. A combination display rack and storage cabinet, mounted on casters, is included with the equipment.

RCA SERVICE CO., INC., Camden, N. J.

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Is Easy to Read



The X-Act Pocket Slide Rule has machine divided precision graduations which are deeply engraved with black and red scales that will never wear off. Fabricated of pure white Divinyl plastic, this rule is resistant to acids, oils, etc.

The complete scales are K, A, B, C, D, S, and T.

ALVIN & Co., Windsor, Conn.

THESE DRAFTING AND
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AT LOW COST!

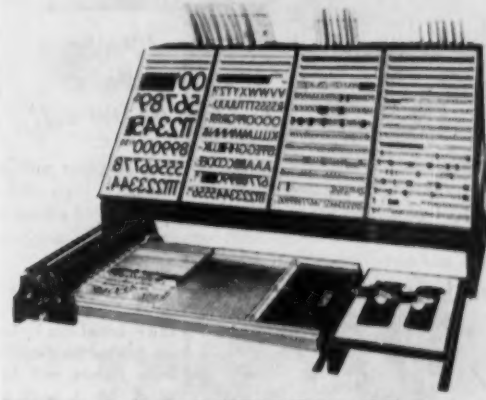


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PREMIER ACE ALL-METAL CUTTING BOARD



The new Premier Automatic Guard Rail feature affords complete protection against accidents—making the Ace All-Metal Cutting Board the safest for use in classrooms and school offices. Other features include automatic paper clamping device to keep material in position for accurate cutting . . . Hollow ground, self sharpening steel blade . . . permanently, accurately scored half-inch squares . . . rugged, all-metal construction for years of outstanding service.

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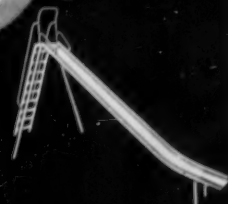
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SE-491

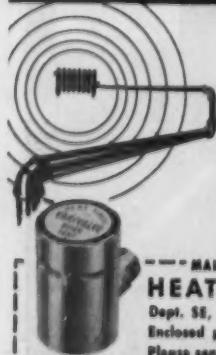
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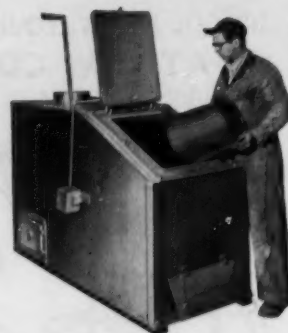
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Practical



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Hundreds of our "P" series incinerators are in use throughout the United States. Schools find them an efficient, economical way of handling wet* and dry refuse.

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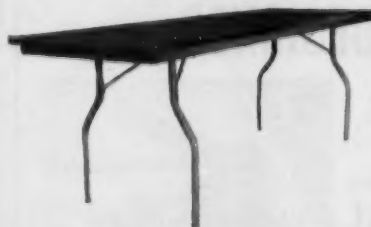
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SE-493

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Plastic, Masonite, Fir
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Folding tables, like most other manufactured articles, have gone through a process of evolution. For years we have manufactured folding tables, and have noted the changes made and the reasons for such changes. Here we present what we consider the best line of folding tables on the market, giving due consideration to sturdiness of design, finish, materials used, and all factors involved. For use in an institution, folding tables made by Grogg Bros. of Spring Grove, Pa., will meet all reasonable expectations and give long years of satisfactory service.

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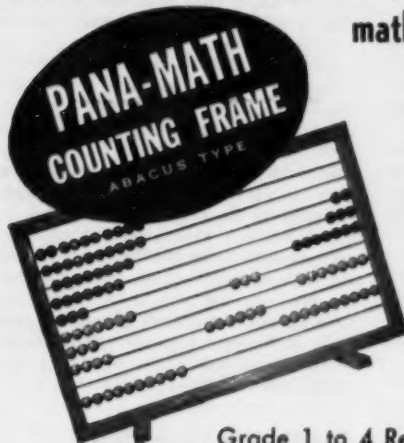
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SE-495

IN STUDY HALLS



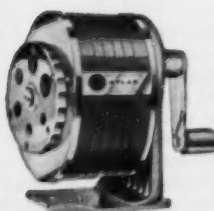
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AT ART CLASSES



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AUDIO-VISUAL AIDS

SE-601 New Film Catalog

More than 1,000 16mm sound motion pictures are described in a new 56-page catalog, *Selected Motion Pictures*, published by Association Films. Almost 200 of the films (most of which are in color) are available on a free-loan basis to schools. Recent free films include *Macbeth*, *Richard II*, *Man of Action*, *Amazing What Color Can Do!*, *Pacemakers* and *Champions* and *The Spray's the Thing*. New rental films include Walt Disney's *Treasure Island* and *Nature's Half Acre* and, for exclusive classroom use only, *The Last Leaf* and *The Gift of the Magi*. ASSOCIATION FILMS, INC., 347 Madison Ave., New York 17, N. Y.

SE-602 Holiday Filmstrips and Slidesets

A new, colorful 2-page booklet illustrating and describing appropriate Thanksgiving and Christmas filmstrips and color slidesets is now available according to an announcement by the Society For Visual Education. Many new materials being offered for the first time are fully described and illustrated in this booklet. Included in these new materials are: *Taro's Christmas Gift*, *How We Got Our Christmas Carols*, *Making Christmas Christian*, *The Little Pine Tree*, and *Stephen Helps Christians To Share*. The new booklet also offers two special Holiday Packages, each one featuring a group of the regular filmstrips specially selected for their use in school. These packages are offered at special prices until Christmas. SOCIETY FOR VISUAL EDUCATION, 1345 Diversey Parkway, Chicago 14, Ill.

SE-603 Kodak Data Book

A new Kodak Data Book designed to help the school photographer carry out the necessary steps in transforming flat copy and photographs to a filmstrip or slide sequence has been issued by the Eastman Kodak Co. Titled *Photographic Production of Slides and Film Strips*, the new book will enable photographers to supplement the slides and filmstrips prepared by commercial producers with presentations planned to fit a particular program for their own use. Procedures and techniques are listed to make possible the production of such presentations in small quantities at relatively low cost with conventional photographic equipment. Copies are available at 50 cents each through all Kodak dealers. EASTMAN KODAK COMPANY, Editorial Service Bureau, Rochester 4, N. Y.

SE-604 New 16mm Films

Sterling Educational Films has just announced the release of five new 16mm films for the audio-visual field. They include: *Pacific Paradox*—a sociological study of the Aborigines—ancient culture in a 20th century world; *Arizona Lion Hunt*—the Lee Brothers of Tucson and their dramatic occupation of stalking cattle marauders; *North Of The Arctic Circle*—a summer safari through Norway, land of surprisingly different geographical and social strata; *Twenty Driving Mistakes*—a highway safety film with the audience guessing how many errors one motorist commits; *Winter Blunderland*—safety precautions and courtesies for snow-covered streets and highways. STERLING EDUCATIONAL FILMS, 205 E. 43rd St., New York 17.

SE-605 Folk-Tale Filmstrips

A new series of filmstrips entitled *Old Tales for Young Folks* is now available. Familiar fairy-tale friends are shown in a new type of art work. The series includes *The Three Bears*, *The Three Billy Goats Gruff*, *The Three Spinners*, *The Sweet Porridge*, *The Golden Goose* and *The Three Little Pigs*. THE JAM HANDY ORGANIZATION, 2821 E. Grand Blvd., Detroit 11, Mich.

SE-606 Churchill

Churchill—Man Of The Century. 2 reels, 21 minutes, rental or sale. This film presents a brief biographical sketch of Sir Winston Churchill and highlights his life from his entry into the British army in 1895 to the celebration of his 80th birthday. We are told of his failure to win a seat in the House of Commons in his first attempt, of his experiences both as soldier and war correspondent in the Boer War, of his entry into Parliament in 1900 and of the various ministerial offices he held up to 1939 including that of First Lord of the Admiralty during the crucial years 1911-1915. The film ends with scenes of his 80th birthday celebration and the presentation of the portrait by Graham Sutherland. It is recommended for studies in world affairs adult education history classes, and general audiences. BRITISH INFORMATION SERVICES, 30 Rockefeller Plaza, New York 20, N. Y.

SE-497

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MANUFACTURERS' CATALOGS

SE-607 Radiation Measuring Equipment

Catalog P. A new 48-page, two-color catalog just released by the Nuclear Instrument and Chemical Corporation describes a complete line of radiation measuring equipment for research applications. Included are photographs and descriptions of individual instruments as well as suggested groupings of units for specific applications. Scales, count rate meters, portable instruments, Geiger, proportional and scintillation counters are described. A radiochemical price list containing 144 different Carbon-14 labeled radioactive compounds is also included. NUCLEAR INSTRUMENT AND CHEMICAL CORP., 229 W. Erie St., Chicago 10, Ill.

SE-608 Granite

Granite in the School. Applications of granite as a structural and ornamental stone for schools is the subject of a new brochure issued by Cold Spring Granite Co. The literature features architect's drawings of entrances, copings, benches, play units, lavatories, facings, fountains and sills made from granite. Sketches were made by a member of the A.I.A. Advantages of granite are listed for each application, and a special section at the back of the brochure deals with such questions as costs, colors, sizes, finishes and delivery. COLD SPRING GRANITE CO., Cold Spring, Minn.

SE-609 Swimming Pool Catalog

Swimming Pools of Mosaic Tile is the title of a new 8-page bulletin just released by the Mosaic Tile Co., which gives complete swimming pool construction details and ceramic tile specifications for pools and surrounding areas. Characteristics of Mosaic ceramic tile which assure swimming pool sanitation, safety, permanent beauty and ease of maintenance are fully explained. THE MOSAIC TILE CO., Zanesville, Ohio.

SE-610 School Interiors

Flexibility in the Co-Ordinated Classroom is the title of a new informative booklet just released. The report, prepared by Darell Boyd Harmon & Associates for The Hauserman Company, is printed in text form with attractive line drawings illustrating the points made. The subject of school interior flexibility and its impact on the psychological and physical environment of the child is discussed as is the possible solution to the problem of achieving permanent interior flexibility through the application of movable steel partitions designed expressly for school applications. THE E. F. HAUSERMAN CO., 6800 Grant Ave., Cleveland 5, Ohio.

SE-611 Plastic Laminates

A new color catalog showing actual design samples of Decalite Hi-Pressure Plastic Laminates is now being offered by Decar Plastic Corp. The new catalog shows reproductions of the company's Decalite

line and contains sample plastic sheets to show actual colors and the new designs. It also contains a listing of some of the new Decalite line with the new patterns and colors. There is also a new group of modern wood patterns including new Harvest Brown Birch, Platinum Walnut and White Maple which is used for school desk tops. DECAR PLASTIC CORP., 1212 N. Central Park Ave., Chicago, Ill.

SE-612 Tile

Tile For Schools. A new 24-page booklet contains many full-color photographs of ways to use tile to reduce maintenance costs in schools. These photographs cover the general service areas such as kitchens, cafeterias, washrooms, entrance halls, and corridors. The booklet illustrates ways in which tile can contribute to better appear-

ance and lower upkeep costs in specialized areas such as locker and shower rooms, around chalkboards, and elsewhere. Complete descriptions are given for all installations shown. AMERICAN-OLEAN TILE CO., 1000 Cannon Ave., Lansdale, Pa.

SE-613 Sound Slide Projection Equipment Record

A new master standard record containing new recommended standards for recording with automatic sound slide projection equipment has been published by the DuKane Corp., and is available at no charge. The new recommended standards are a consensus of an industry-wide conference of sound slidefilm engineers in 1954 at which an extensive range of standardization problems were examined. DUKANE CORP., St. Charles, Ill.

SE-498

Having Moisture Control Problems?

—YOU'LL FIND THE ANSWER IN—

WATERLOX TRANSPARENT and Other WATERLOX PRODUCTS

Specialists experienced in dealing with Moisture-Control are on hand to assist you with your particular problem—all laboratory-trained.

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MANUFACTURERS' CATALOGS

SE-614 Soap Dispensers

A new catalog illustrating and describing the complete line of American soap dispensers has been issued by American Dispenser Co. The line includes liquid, lather and powder soap dispensers as well as gravity feed systems. AMERICAN DISPENSER CO., INC., 115 E. 23rd St., New York 10, N. Y.

SE-615 Fire Protection Systems

Foamite Airfoam. Information about Foamite Airfoam Fire Extinguishing

Equipment for combatting various types of flammable liquid fires is contained in a 36-page booklet published by the American LaFrance Corp. This booklet contains engineering data and other useful facts on Foamite Airfoam fixed fire protection systems, portable equipment and semi-portable equipment. AMERICAN LAFRANCE CORP., Elmira, N. Y.

SE-616 Electric Typewriter

Two new booklets on instructional material on the electric typewriter are now available. First of the new booklets, *The Key To Relaxed Typing*, offers a typing guide for students and office typists in transferring easily from the manual to the

electric typewriter. *Electric Typewriting For The Classroom Teacher*, second of the pair, contains a complete teacher's lesson plan for electric typewriter instruction, including transferring from manual to electric, training a beginner on the electric, and transferring from electric to manual. The booklets are available to typing classes through the ROYAL TYPEWRITER CO., School Department, 2 Park Ave., New York 16, N. Y.

SE-617 Lockers

Equipto Modern-Flow Lockers is the title of a two-color brochure released by the Equipto Div. of Aurora Equipment Co. It describes how the lockers are made and stocked in single, double, and multiple tier models. Standard equipment includes base, padlock attachment, and hardware. A hat shelf is included on single tier models. Modern-Flow lockers can also be furnished without base, for recessing in walls; any special sizes and styles are available on special order. Quickly available accessories also include sloping tops, flat key locks and combination locks. EQUIPTO DIV. OF AURORA EQUIPMENT CO., Prairie and Paul Streets, Aurora, Ill.

SE-618 Fibre Forms

A four-page catalog entitled *Beautiful Round Columns of Concrete* describes Sonotube fibre concrete forms. They are specifically developed by Sonoco to provide a fast and economical method of forming round columns of concrete. Made of paper fibre products, they are available in 31 standard inside diameters (special sizes within this range are also available), and up to 24' long or longer on special order. SONOCO PRODUCTS CO., Hartsville, S. C.

SE-619 Portable Potentiometers

Data Sheet E-51(2). Complete information about single, double, and triple range portable potentiometers, widely used for numerous emf measurements in plant and laboratory, is now available in a 2-page data sheet just published by Leeds & Northrup Co. This concise sheet lists instrument features and tabulates the characteristics of each potentiometer for ready comparison. LEEDS & NORTHRUP CO., 4934 Stenton Ave., Philadelphia 44, Pa.

SE-620 1956 Radio Catalog

Allied Radio Corp. of Chicago announces the Fall release of its new 1956 catalog No. 150, featuring a large selection of radio, television and electronic parts and equipment for use in schools, classrooms, laboratories and shops. The 324 pages lists over 26,000 items. Included is an expanded section on training kits, recording and test equipment, books, diagrams, parts and tubes, and other equipment required for radio and electronic training activities. A 128-page rotogravure section is devoted to sound equipment. Other items included is the latest tape and disc recorders in all price ranges, plus a wide variety of recording accessories. ALLIED RADIO CORP., 100 N. Western Ave., Chicago 80, Ill.



"People often are hoggish about paper towels."

WITHOUT realizing it they'll use from two to four single fold towels just for drying.

—wasting as much as 40 inches of paper toweling.

But you can control this waste.

With savings up to 40%!

How?

By installing WESTROLL TOWELS in West Micromatic Cabinets*.

PEOPLE quickly unroll as little or as much as they want. But with-

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Saves janitors' time, too.

—one filling of the tamper-proof cabinet equals four of a single fold towel dispenser.

—there's less litter to clean up.

And washrooms are cleaner, neater.

LET a West representative tell you more about WESTROLL's washroom economies.

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Use your business letterhead to request our folder on cutting towel costs with WESTROLL.

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NEW TEXTBOOKS

SE-621 Spanish Text

Lecturas Y Leyendas by Dian Kent and Margaret Roalfe offers reading that will be of interest to students. The abundant use of cognates, the constant repetition of basic vocabulary, and the ample footnotes of the non-grammatical type are helpful reading aids. Brief introductory passages in English accompany selections whose theme may be unfamiliar to students. Each reading is followed by a selected list of idioms for study, and by a set of exercises which provide for oral and written practice of the language, and which also cover adequately the material presented in the text. There are two vocabularies, Spanish-to-English and English-to-Spanish. GINN AND COMPANY, Boston, Mass.

SE-622 Guidance Program

A Guidance Program for Rural Schools by Glyn Morris. This new booklet pinpoints the unique problems in guiding rural youth and suggests ways in which to start a program or to help an established program grow. After describing the special problems in rural guidance, the author sets forth procedures that can be used to overcome these problems. The booklet points out the importance of good records and clearly outlines the role of the classroom teacher or the rural counselor. Written with both the limitations and resources of rural schools in mind, the booklet can be used by elementary or high school teachers in schools of any size in all types of rural communities. SCIENCE RESEARCH ASSOCIATES, 57 W. Grand Ave., Chicago 10, Ill.

SE-623 Typewriting Speed Tests

Progressive Typewriting Speed Tests is a 96-page book of 144 timed writing selections with 100 per cent copy control. Each piece of timed writing is arranged in speed steps of 5 and 10 words a minute, with three selections (very easy then easy, then normal in difficulty) on each step. All selections are business letters so that skill may be built on the vocabulary where it is most needed. Also included in the book are work counts, instant-scoring speed scales, and a separate section on number typing. Written by Professor Dick Mount. Price is \$1.32. McGRAW-HILL BOOK CO., Inc., Gregg Pub. Div., 330 W. 42nd St., New York 36, N. Y.

SE-624 American Heritage Books

A leaflet, just released, tells of the American Heritage Books, now available, which are designed to interest boys and girls at the high school as well as the elementary level. The books are built around historical incidents of interest to most people from childhood through adulthood. The following readability factors are carefully controlled at the fifth-grade level: vocabulary, sentence length and structure; paragraph length and structure; the number,

kind, and complexity of concepts. THE AMERICAN BOOK CO., 55 Fifth Ave., New York 3, N. Y.

SE-625 Adding Machines

How To Use Ten-Key Adding Machines, by Meehan and Kahn, is a new text-workbook in the business machines series, published by the Gregg Division of McGraw-Hill Book Co., Inc. It includes instruction on all the latest standard 10-key machines. The book emphasizes touch-control for higher speed, greater accuracy, and less chance of omitting or transposing a figure. The fundamental operations are introduced in the first seven lessons. Lesson 8 reviews and tests all of these operations. Practical business applications presented in Lessons 9-14 include the figuring of statements, payrolls, interest and mortgages, and the extending and discounting of invoices. Each of these advanced lessons features timed problems for the fur-

ther development of the fundamental skills. Lesson 15 is a review and test of the entire course. GREGG PUBLISHING DIV., McGRAW-HILL BOOK CO., INC., 330 W. 42nd St., New York 36, N. Y.

SE-626 Farm Shop Skills

Farm Shop Skills in Mechanized Agriculture by Sampson, Mowery, and Kugler. From their background in practical farming, education, and industry, the authors have framed this specific treatment of the farmer's jobs in construction, farm maintenance and repair work. Many projects are described and developed; the how-to-do-it phase of each is presented by illustration, with the captions outlining the operation. In preparing *Farm Shop Skills* a special effort was made to bring the farmer abreast of the very latest developments in his field—to make his work truly mechanized. AMERICAN TECHNICAL SOCIETY, 848 East 58th St., Chicago 37, Ill.

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How to Get the Most from Your Fuel Dollars

It takes the right control system
for waste-free operation
of heating and ventilating equipment

Most school administrators are well aware of the money-saving possibilities of installing the most efficient possible heating and ventilating equipment. But that's only the *first step* towards fuel economy!

KEY TO COSTS

What ultimately determines your operating costs is the way you *control* this equipment—with the proper thermostats, valves, dampers and other control apparatus. Obviously, even the most efficient heating and ventilating installation actually saves you very little if you are need-

lessly wasting part of its output.

The better the control system, the more money you save in operating costs. And for the *finest* in control, there's only one possible answer—Johnson Control. The reasons are simple. First, Johnson originated the idea of temperature control systems for schools over 70 years ago, and today *offers you more specialized experience than anyone else!*

BETTER ENGINEERING PAYS OFF

Equally important, every Johnson System, small or large, is especially

engineered to meet the exact needs of the individual school and its particular heating and ventilating system. And only Johnson's own full-time engineers and mechanics plan and install Johnson Control Systems. Each installation is made exactly as planned. As a result, Johnson Control is unsurpassed not only for economy, but for accuracy and dependability as well.

FOR OLDER BUILDINGS TOO

Johnson Control is not limited to new buildings. It can be installed in existing schools regardless of the type of heating and ventilating system in use. So, whether you are planning a new school or modernizing an older one, why not look further into this matter of automatic temperature control now? Get all the facts on the superior comfort and economy features of Johnson Control. An engineer from a nearby Johnson branch office will gladly make recommendations without obligation, or write for more information to Johnson Service Company, Milwaukee 1, Wisconsin. Direct Branch Offices in Principal Cities.



Acting as the "automatic brain" of your mechanical equipment, modern Johnson Control makes it possible to provide ideal temperature conditions to satisfy the exact need in each room or area in the building *without fuel waste.*

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TEMPERATURE AIR CONDITIONING

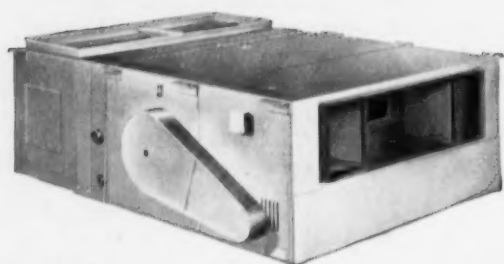
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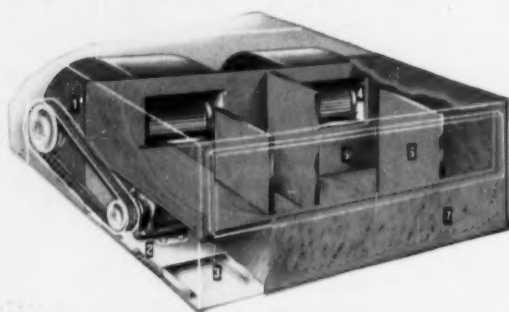
VENTILATOR
NOISE



*is sometimes the elimination
of only 10 annoying decibels
of interfering sound*



Nesbitt Thermovents
are available for vertical,
horizontal, and inverted mounting



FEATURES CONTRIBUTING TO SOUND REDUCTION

1. Self-aligning, sleeve-type fan shaft bearings.
2. Two-speed, sleeve-bearing motor insulated by a resilient mounting.
3. Ventilated compartment isolates the motor from the air stream.
4. Large diameter, forward-curved fans, operating at low tip speed.
5. Large plenum chamber lets air from fans expand, reduces sound.
6. Baffle plates in the plenum, are covered with 1-inch glass fibre.
7. Lining of 1-inch bonded glass fibre over entire inside of plenum. The plenum and its lining reduce noise level at least 11 decibels.

How much are 10 decibels worth?

When an auditorium is plagued by a high level of air and mechanical noise from the ventilating equipment, it would be worth—and it would cost—thousands of dollars to reduce the interference by as much as ten decibels. But a reduction of 10 to 15 decibels in the noise level can be assured by the investment of only a few extra dollars made at the *right time*: when the mechanical equipment is selected!

Nesbitt makes a full line of heating and ventilating units for assembly places requiring high-capacity, high-volume operation—a demand directly opposed to quiet performance. Yet these Nesbitt Series T Thermovents are designed fully to accomplish their rated task with a degree of sound reduction 10 to 15 decibels greater than that of other makes because only Nesbitt offers all these sound-absorbing features.

When you specify Nesbitt Thermovents for your new auditorium you guarantee its thermal comfort — and the attenuation of at least 11 decibels of system noise through the Nesbitt low-speed fans, vibration eliminators, quiet-operating motors, and sound-absorbing plenum and baffles lined with 1-inch glass fibre.

*It will pay you to read the whole story;
write for a copy of Publication 103.*

Nesbitt THERMOVENT

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